

Programme Specification

Post Graduate Diploma in Primary Care Nursing

1. Programme title	Post Graduate Diploma in Primary Care Nursing
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Programme accredited by	The Nursing and Midwifery Council
5. Final qualifications	Post Graduate Diploma in Primary Care Nursing
6. Academic year	
7. Language of study	English
8. Mode of study	Full time & part time

9. Criteria for admission to the programme

- A Honours degree of 2:2 or above in nursing
- UK nursing registration and to be practising as a nurse
- Students undertaking clinical based modules will need access to a clinical supervisor
- Exceptionally students who do not have a degree but who have successfully completed Level 7 CPD modules maybe considered

Footnote: NSA 4120 / 3121: Non-medical prescribing

*These modules are regulated by the NMC and the entry criteria has been updated. Only students who have been on the nursing register for **one** year may enrol on 4120. Entry on to 3121 has previously been subject to registration for a minimum of 1 year; this NMC standard is currently unclear*

10. Aims of the programme

The aim of the Post Graduate Diploma in Primary Care Nursing is: -

- In-depth knowledge, understanding, skills and experience for progression to, or within primary care nursing roles
- In-depth knowledge and understanding of approaches and practice in primary care services
- A range of clinical skills including sexual health, physical assessment, and non-medical prescribing
- Theoretical perspectives of leadership and quality enhancement **within the primary care setting**
- The skills to evaluate and conduct research in the **primary** health care setting

11. Programme outcomes

A) Knowledge and Understanding

- 1) Critically appraise clinical decision-making strategies and demonstrate an ability to share knowledge of physical assessment with other health care professionals
- 2) Critically reflect on the legal, ethical and professional issues

Teaching/learning methods

Students gain knowledge and understanding through the use of a variety of teaching and learning strategies, which vary according to the type and focus of each module, but which may include: Objective Structured Clinical Examinations (OSCEs), lectures, seminars and workshops, small group work and feedback, case studies, problem-based

<p>that have an impact on practice and the scope of practice</p> <p>3) The critical analysis and evaluation of nursing practice in light of evidence-based findings</p> <p>4) Independently make evidence-based recommendations, in the context of the complex and multi-faceted factors affecting primary care nursing care, for enhanced patient/client care and service development</p>	<p>scenarios, use of video, debates, use of e-learning and one to one tutorials.</p> <p>In the following modules students will be exposed to practice-based learning and assessment</p> <p>NSA 4637 Contraception & Sexual Health</p> <p>NSA 4120/3121 Non-medical prescribing</p> <p>NSA 4502 Physical assessment</p> <p>NSA 4504 Minor Illness</p> <p>Assessment methods</p> <p>Students' knowledge and understanding is assessed by the use of a variety of methods which vary according to the type and focus of each module.</p> <p>Formative assessment may include:</p> <p>Practice OSCEs, case presentations, work-based practice learning (supervised), reflective discussions</p> <p>Summative assessment may include: OSCEs, written examinations, critical reflection on practice, portfolios, clinically assessed skills e.g. cervical smears</p>
<p>B. Cognitive (thinking) skills</p> <p>On completion of the programme the successful students will be able to:</p> <ol style="list-style-type: none"> 1) Critically reflect on theory and practice related to primary care nursing. 2) Articulate the argument for a holistic approach to primary care nursing. 3) Critically evaluate the quality of health and social care research evidence used to engage in effective primary care nursing 	<p>Teaching/learning methods</p> <p>BSc (Hons) Nursing-delete</p> <p>Intellectual skills are developed through problem solving, debating, reflection and role modelling individually and in groups, both in the practice environment and in the University.</p> <p>Learning to apply knowledge and skills to primary care nursing practice is facilitated via portfolios from practice. Students are engaged in discussion of the key issues, in consideration of applying theoretical and practical concepts and undertake this orally, in writing and in practice.</p> <p>Assessment methods</p>

<p>and to underpin practice development and improvement</p> <p>4) Critically analyse and evaluate models of care and practice which impact on the professional practice in general practice nursing</p>	<p>Students' cognitive skills are assessed by the use of a variety of methods designed to enable students to explicitly demonstrate higher order cognitive skills.</p> <p>The focus of assessment will therefore be critical analysis reflection and evaluation through essays, reflective accounts, seminar work and verbal individual and group presentations. Students will be required to engage in formative assessment tasks following which they will receive developmental feedback from peers and academic staff which they will use to inform and enhance summative assessment tasks. Students will be assigned assessment activities which encourage them to be assessment literate. It is expected that staff will work with students to ensure that they understand the function and purpose of the assessment and the nature of the assessment tasks.</p>
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1) Deliver care consistent with professional, ethical and legal values appropriate to primary care practice 2) Practice safe and competent care based on evidence using generic and specialist skills. 3) Demonstrate effective management of themselves and others within the practice setting 4) Demonstrate effective use of appropriate strategies designed to develop and enhance the 	<p>Teaching/learning methods</p> <p>Emphasis is placed throughout the programme on the development of practical skills. Practical skills are promoted through clinical components of individual modules in collaboration with practice-based mentors.</p> <p>Students learn clinical skills primarily in their practice area however where appropriate skills will be taught and practiced in the classroom.</p> <p>Assessment methods</p> <p>Students' practical skills are assessed formatively and summatively. Methods of evaluation include the use of OSCE and practice-based assessments.</p> <p>Maintaining a Personal Professional Portfolio reflecting on practice learning is a requirement for all nurses as part of the NMC revalidation process.</p>

<p>services provided in primary care</p> <p>5) Carry out holistic, safe and accurate physical assessments in the primary care setting</p>	<p>Competency of practice will be assessed through written assessments, examinations, OSCEs and portfolios. Students may be required to engage in reflection and self, peer and tutor assessment of clinical and/or professional skills development over a given time period through their collection of evidence in portfolios.</p> <p>Students will be required to engage in formative assessment tasks following which they will receive developmental feedback from peers and academic staff which they will use to inform and enhance summative assessment tasks. Students will be assigned assessment activities which encourage them to be assessment literate. It is expected that staff will work with students to ensure that they understand the function and purpose of the assessment and the nature of the assessment tasks.</p>
<p>D. Postgraduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1) Communicate effectively in writing and verbally 2) Teamwork in a professional manner with colleagues and fellow students 3) Effective learning through independent study 4) Use the range of information technology to search for peer reviewed and professional guidance literature 	<p>Teaching/learning methods</p> <p>Students acquire postgraduate skills through participation in all elements of the programme. In particular group work exercises, and the process of planning, researching and resourcing their assessments.</p> <p>Assessment Methods</p> <p>Postgraduate skills are integrated into all forms of assessment. In particular the planning of the 12 case studies required for the physical assessment module and in securing placements in order to fulfil the clinical practice element of the contraception and sexual health module.</p>

5) Effectively manage their time throughout their studies

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme

Programme Fulltime Pathway

October	January
<p>Core NSA 4637 Contraception & sexual health with placement 30 credits</p> <p>NSA 4638 Contraception & sexual health without placement 30 credits</p> <p>4637 & 4638 taught together: Start Wed 3 October, 9-4pm. 8 study days + induction, complete end Nov; exam late Jan 2019</p> <p>Module leader: Sophie Molloy</p>	<p>Optional: NSA 3121 Community Practitioner Prescribing 30 credits</p> <p>Starts Tues 22nd Jan 2019. Runs on a Tues & Wed, Total of 10 study days</p> <p>Module leader: Alison Harris</p>
<p>Core NSA 4502 Physical assessment 30 credits</p> <p>Front loaded teaching. Assessments include case studies over several months</p> <p>Taught on Thursdays</p> <p>Module leader: Harry Oliver</p>	<p>Optional WBS 4730 Advanced practitioner inquiry 30 credits</p> <p>6 x Tuesdays 5 – 7pm</p> <p>Repeated on Breeze Late January</p> <p>Ruth Miller</p>
	<p>March</p> <p>Optional NSA 4100 Leadership 15 credits</p> <p>On-line Starts late Jan/Feb 2019 Module leader: Harry Oliver</p>
	<p>Optional NSA 4200 Quality Enhancement 15 credits</p> <p>On-line Starts late Jan/Feb 2019 Module leader: Theresa Bourne</p>
	<p>Optional NSA 4007 Principles of advanced practice</p>

Taught on Thursday
Module Leader: Chrysi Leliopoulou

Programme Part-time Pathway

October	January
<p>Core NSA 4637 Contraception & sexual health with placement <i>30 credits</i></p> <p>NSA 4638 Contraception & sexual health without placement 30 credits Module leader: Sophie Molloy</p> <p>4637 & 4638 taught together: Start Wed 3 October, 9-4pm. 8 study days + induction, complete end Nov; exam late Jan 2019</p>	<p>Optional: NSA 4120 Independent/Supplementary Non-Medical Prescribing 45 credits Module Leader: Su Everett</p> <p>NSA 3121 Community Practitioner Prescribing <i>30 credits</i></p> <p>Module leader: Alison Harris</p> <p>4120 and 3121 are taught together Starts Tues 22nd Jan 2019. Runs on a Tues & Wed, Total of 10 study days</p>
<p>Core NSA 4502 Physical assessment <i>30 credits</i></p> <p>Front loaded teaching. Assessments include case studies over several months</p> <p>Taught on Thursdays</p> <p>Module leader: Harry Oliver</p>	<p>Optional WBS 4730 Advanced practitioner inquiry 30 credits</p> <p>6 x Tuesdays 5 – 7pm</p> <p>Repeated on Breeze Late January</p> <p>Ruth Miller</p>
<p>Optional NSA 4504 Minor Illness 30 credits</p> <p>Taught on Wednesdays</p> <p>Module leader: Harry Oliver</p>	<p>March</p> <p>Optional NSA 4100 Leadership <i>15 credits</i></p> <p>On-line Starts late Jan/Feb 2019 Module leader: Harry Oliver</p> <p>Optional NSA 4200 Quality Enhancement <i>15 credits</i> On-line Starts late Jan/Feb 2019 Module leader: Theresa Bourne</p>
	<p>Optional NSA 4007 Principles of advanced practice 15 credits Taught on Thursday Module Leader: Chrysi Leliopoulou</p>

12.2 Levels and modules		
Level 6		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
		Students are allowed to RPL up to 1/3 of credits from L6 study
Level 7		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
NSA 4637 NSA 4502	NSA 3121 NSA 4120 NSA 4100 NSA 4200 NSA 4504 NSA 4007 WBH 4630	

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	Module code
	All modules are non-compensatable

13. Curriculum map

See attached. Appendix 1

14. Information about assessment regulations

1. The programme will adhere to Middlesex University assessment regulations
2. The pass mark for all modules is 16
3. No compensation of a failed module is allowed

15. Placement opportunities, requirements and support

NSA 4637 requires students to take cervical smears in the practice setting

NSA 4502 requires students to gather a portfolio of 12 case studies from practice

NSA 4120 requires students to work alongside a qualified independent prescriber

16. Future careers (if applicable)

Students who successfully complete the PG Dip Primary Care Nursing will be able to demonstrate commitment to CPD, lifelong learning and practice development. On completion of the PGDip students may choose to RPL the 120 credits to a Masters in Nursing Studies which will further support an advanced level of nursing practice.

Students will be able to map the learning outcomes from their modules plus the programme outcomes against their own career and development pathway. Within the NHS, this will include using the Knowledge and Skills Framework to develop their Personal Development Reviews.

17. Particular support for learning (if applicable)

- Programme planning support
- Programme review meetings
- Learner Development Unit with one to ones or workshops
- Clinical mentors/ supervisors to support the clinical components of the modules and to sign off clinical portfolios
- University English Language and Learning Support
- University Dyslexia Support
- University Disability Support
- Web based learning

18. JACS code (or other relevant coding system)	B790 Nursing not classified elsewhere
19. Relevant QAA subject benchmark group(s)	Nursing

20. Reference points

- Department of Health (2014). Transforming Primary Care: Safe, proactive, personalised care for those who need it most.

Available from: <https://assets.publishing.service.gov.uk/government>

- Health Education England (2015). The Future of Primary Care. Developing teams for tomorrow.

Available from: www.hee.nhs.uk

- Nursing and Midwifery Council (2015). NMC Code of Professional Standards and Practice and Behaviour for Nurses and Midwives

21. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.