

**Course Specification**

A. Course Information																							
<b>Final award title(s)</b>	PgDip General Practice Nursing																						
<b>Intermediate exit award title(s)</b>	Postgraduate Certificate in General Practice Nursing Postgraduate Diploma General Practice Nursing																						
<b>UCAS Code</b>		<b>Course Code(s)</b>	4879 – PgDip (FT) 4697 – PgCert 4698 – PgDip Top Up																				
	London South Bank University																						
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS																						
<b>Division</b>	Primary and Social Care																						
<b>Course Director</b>	Ellen Sophie Nicholson																						
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify																						
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify																						
<b>Length of course/start and finish dates</b>	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>1-2</td> <td>January</td> <td>December</td> </tr> <tr> <td>Part time</td> <td>3-5</td> <td>January</td> <td>December</td> </tr> <tr> <td>Part time</td> <td>1-2</td> <td>September</td> <td>August</td> </tr> <tr> <td>Part time</td> <td>3-5</td> <td>September</td> <td>August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	1-2	January	December	Part time	3-5	January	December	Part time	1-2	September	August	Part time	3-5	September	August
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<b>Is this course generally suitable for students on a Tier 4 visa?</b>	No																						
<b>Approval dates:</b>	Course(s) validated / Subject to validation	March 2017																					
	Course specification last updated and signed off	September 2023																					
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	N/A																						
<b>Reference points:</b>	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations Academic Quality and Enhancement Website																					
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements PSRB Competitions and Markets Authority SEEC Level Descriptors 2021 DH Transforming Primary Care (2014) DH Mandate (2015)																					

		HEE District Nursing and General Practice Nursing Service, Education and Career Framework (2015) RCGP General Practice Nurse Competencies (2012) OfS Guidance
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	This course has been designed to provide a structured career pathway for nurses new to general practice and is based on the career and development framework for nursing in general practice (HEE, 2015) and aligns with the RCGP competencies. The Postgraduate Certificate provides the clinical skills and competencies to support nurses moving from secondary care into a primary care setting. Progression onto the Postgraduate Diploma/masters award encompasses higher level skills to support career pathways in either mentorship and supervision of staff, leadership or advancing clinical practice and will culminate in a work based portfolio or project.	
<b>Course Aims</b>	The MSc General Practice Nursing aims to:  <ol style="list-style-type: none"> <li>1 Equip graduates with knowledge, skills and attributes to enable them to deliver safe, appropriate, effective, efficient and evidence-based integrated health care to individuals and families within primary and community care.</li> <li>2 Facilitate the personal and professional development of participants to enable them to demonstrate a reflective, enquiring, critical and innovative approach to practice.</li> <li>3 Provide quality education and training for General Practice Nurses (GPN) that meets the Career and Development Framework (HEE, 2015) and keeps abreast of current policies and market demands.</li> <li>4 Foster the student's potential for strategic leadership, particularly in relation to the continual enhancement of service user and carer's experience of integrated health care.</li> <li>5. Provide students with the skills to undertake an original research based enquiry, in an area of personal interest, relevant to their area of professional practice.</li> </ol>	
<b>Course Learning Outcomes</b>	<p>a) <b>Students will have knowledge and understanding of:</b></p> <p>A1. The policy drivers influencing and the current evidence supporting general practice nursing within a complex and unpredictable health and social care environment.</p> <p>A2. The range of physical and emotional health conditions that most commonly present within the locality including supportive management of the relevant condition and knowledge of current evidence based guidelines supporting care.</p> <p>A3. Relevant management theory to support leadership, supervision or quality assurance and monitoring to ensure effective health and social care within the local community.</p> <p>A4 Understand how evidence is used in evaluation, audit and policy making and how it influences the research and development agenda.</p> <p>A5. Demonstrate knowledge and understanding of the ethical and governance dimensions of research.</p> <p>b) <b>Students will develop their intellectual skills such that they are able to:</b></p> <p>B1. Analyse a range of complex information and is able to select the most appropriate information to support effective clinical practice.</p> <p>B2. Select an appropriate area of practice to critically evaluate utilising appropriate methodological approaches.</p> <p>B3. Rigorously undertake a major piece of independent work, designed to examine an aspect of professional practice.</p>	

	<p>c) <b>Students will acquire and develop practical skills such that they are able to:</b></p> <p>C1. Competently perform the range of treatment skills required within the remit of the practice nurse's role and responsibility.</p> <p>C2. Provide clinical leadership to team members to ensure that quality care is provided to service users and carers experiencing a range of complex health care issues.</p> <p>C3. Employ effective strategies, knowledge and skills necessary to manage a research project or original inquiry.</p> <p>d) <b>Students will acquire and develop transferrable skills such that they are able to:</b></p> <p>D1. Work collaboratively within a multi-professional team environment, ensuring public health needs of the wide community are met.</p> <p>D2. Demonstrate effective reflective practice skills to enable critical analysis of personal practice.</p> <p>D3. Demonstrate effective communication skills within a complex multi-professional environment.</p>
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### **C. Teaching and Learning Strategy**

a range of teaching and learning strategies will be included within the masters course including lectures, group discussion, seminars, action learning groups, clinical supervision, work and practice simulations and one – to-one supervision with a named supervisor. This classroom based activity will be supported by online activities including quizzes, electronic resources and online discussions.

### **D. Assessment**

The Masters in General Practice Nursing course comprises a range of examinations, case study assignment, research critique, essay from a given title and a practice competency document. This allows the students to demonstrate both the depth and breadth of knowledge and skills required to demonstrate competency in the field of practice nursing.

The practice education pathway includes a practice assessment demonstrating competence in assessing students in practice. In addition, the reflective assignment and practice portfolio allow students to apply educational theory to practice.

Students studying advanced clinical skills undertake a wide range of assessments including essays, examinations, Objective Structured Clinical Evaluations, case studies, clinical portfolios and practice based records.

The dissertation is an extended research assignment, which allows students to demonstrate the ability to critically evaluate research and apply this within a practice context. Students may undertake a systematic review, service evaluation/project or a primary research study.

Students are provided with opportunities to undertake formative assessment, which prepares them to write at level 7 but also gives an opportunity to practice a range of assessment strategies and receive feedback to support future learning.

### **E. Academic Regulations**

The University's Academic Regulations apply for this course: [LSBU Academic Regulations](#)

#### 1.0 Protocol Fail / Compensation

The schools follows the university regulations apart from:

- Students/Apprentices will not be eligible for protocol fail or compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

### **F. Entry Requirements**

In order to be considered for entry to the course(s) applicants will normally be required to have the following qualifications:

- Professional registration as a nurse with the Nursing and Midwifery Council
- Degree in a relevant health or social care discipline at a minimum upper second class award or evidence of equivalent health and/or social care experience which equates to level 6 abilities E.g. Working as a senior nurse in a clinical leadership or management role which requires evidence of critical analysis and evaluation. Students would expect to have studied at Level 6 and hold a minimum of 60 credits including a research methods module.
- Students must be working within a general practice environment
- Students who have previously studied any of the optional modules can APL these into the course following the University regulations with respect to academic currency.

### G. Course structure(s)

#### Course overview

Each year the course will start with an induction day to orientate students to the University and the course.

Each year students will study between 60-120 credits at Level 7, with the exception of Introduction to General Practice, which can also be studied at Level 6 and Non-Medical Prescribing, which will result in students studying an additional 20 credits that year.

The following are example pathways that students could chose to meet the requirements of the MSc. This is a flexible course enabling students to select optional modules which best meet an individuals' professional development needs.

#### Full time: PgDip General Practice Nursing: Advancing Clinical Practice

Year 1	
Semester 1	Semester 2
Introduction to General Practice Nursing (Core), 20 credits L6/7 WHN_6_305 WHN_7_305	Managing long term conditions in General Practice (Core), 20 credits L7  WHN_7_304
Public Health Issues in General Practice (Core), 20 credits L7 WHN_7_306	Research in Health and Social Care (Core), 20 credits L7 TAR_7_011
Optional: Diabetes Management 20 credits L7 WHN_7_081	Optional Module: 20 credits L7

#### Part Time: PgDip General Practice Nursing Supervision and Leadership

Year 1	
Semester 1	Semester 2
Introduction to General Practice Nursing (Core) 20 credits L6/7 WHN_6_305 WHN_7_305	Managing long term conditions in General Practice (Core) 20 credits L7  WHN_7_304
Public Health Issues in General Practice (Core) 20 credits L7 WHN_7_306	
Year 2	
Research in Health and Social Care (Core) 20 credits L7 TAR_7_011	Optional Module: 20 credits L7
Optional Module: 20 credits L7	

**Part Time: PgDip General Practice Nursing**  
Practice Education

Year 1	
Semester 1	Semester 2
Introduction to General Practice Nursing (Core) 20 credits L6/7 WHN_6_305 – S01 WHN_7_305 – S02	Managing long term conditions in General Practice (Core) 20 credits L7  WHN_7_304 – S03
Public Health Issues in General Practice (Core) 20 credits L7 WHN_7_306 – S01	
Year 2	
Research in Health and Social Care (Core), 20 credits L7 TAR_7_011 – S03	Optional Module: 20 credits L7
Optional Module: 20 credits L7	

**Placements information**

Students undertaking this programme are employed in a general practice setting via a Clinical Commissioning Group (CCG), Community Education Provider Network (CEPN) or similar (i.e Federation). A General practice placement will be organised through the local area CCG and Community Education Provider Network (CEPN). London South Bank University is not responsible for the organisation of these placements.

**H. Course Modules**

Module Code	Module Title	Level	Semester	Credit value	Assessment
WHN_6_305 WHN_7_305	Introduction to General Practice Nursing	6/7		20	2hr Exam
WHN_7_306	Public Health Issues in General Practice	7		20	Practice Competency document 2500 word assignment
WNH_7_304	Managing long term conditions in General Practice	7		20	3000 word assignment
TAR_7_011	Research in Health and Social Care	7		20	4000 word assignment

Students will select 40 credits from the optional modules

**I. Timetable information**

- Students will receive their module timetable at the start of each module.
- The timetable will be posted in advance of the module start on the student Moodle portal by the course lead.
- Students will be kept informed of any changes by the module lead and/or course director.

**J. Costs and financial support**

### **Course related costs**

Students may find it advisable to buy some text books to support their learning on different modules.  
No specialist equipment is required

### **Tuition fees/financial support/accommodation and living costs**

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

### **List of Appendices**

- Appendix A: Curriculum Map
- Appendix B: Personal Development Planning (postgraduate courses)
- Appendix C: Terminology

### Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course outcomes													
Level	Title	Code	A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	D1	D2	D3
6/7	Introduction to General Practice Nursing	WHN_6_305 WHN_7_305	x	x											x	x
7	Public Health Issues in General Practice	WHN_7_306	x	x				x			x			x		
7	Managing long term conditions in General Practice	WNH_7_304		x				x			x			x	x	x
7	Research in Health and Social Care	TAR_7_011				x		x	x							x

## Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	Each student will be allocated a personal tutor. Who will provide pastoral support and academic guidance. The personal tutors will be selected from the course team and therefore the students will have regular contact with the tutor. Formal meetings will be scheduled each semester to facilitate progress review and to provide academic feedback. Additional contact can be arranged as required. <b>Evidence: Competency Document and Personal Tutor records</b>
2 Supporting the development and recognition of skills in academic modules/units.	Support will be provided to students to facilitate the transition to working at level 7. This will be through workshops and feedback from formative assignments. Where identified students can access additional support through the student centre. Module leaders will provide group tutorials to prepare students for assessments and review drafts of work. Assignment feedback will also provide specific guidance to assist further academic development. <b>Evidence: Formative and summative assignment feedback; Personal Tutor records</b>
3 Supporting the development and recognition of skills through research projects and dissertations work.	Students are allocated individual supervisors to support the research dissertation process. All students are allocated 9 hours of personal supervision time to allow for face-to-face support and feedback on drafts of work. <b>Evidence: Supervision Log</b>
4 Supporting the development and recognition of career management skills.	The Course Director works closely with Lead Nurses in primary and community placements to ensure that the course remains current and supports the development of appropriate skills. In addition the course is mapped to the HEE carers framework for GPN's which was published in 2015. <b>Evidence: Minutes of strategic meetings with Community Education Provider networks (CEPN's)</b>
5 Supporting the development and recognition of career management skills through work placements or work experience.	Students studying this course are required to be working in General Practice for a minimum of 2 days a week, nominally 10-15 hours. This facilitates the development of clinical skills in general practice. In addition a number of optional modules have practice based assessments, E.g. Non-medical prescribing <b>Evidence: Competency Document, Prescribing portfolio, reflective accounts</b>
6 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Students studying at level 7 are expected to identify their specific needs and to develop an action plan to achieve these skills. Their practice supervisor and the course director and personal teacher, working collaboratively, will support this activity. In addition blending learning activities are provided on Moodle to guide students to deepen their learning. <b>Evidence: Competency Document, Moodle Sites, reflective accounts</b>
7 Supporting the development of the skills and attitudes as a basis for continuing professional development.	All nurses are required to demonstrate continuing professional development to meet their continued registration. This will be more formalised through revalidation in Spring 2016. Support from the personal tutor and practice supervisor will guide students with development of their PDP. <b>Evidence: Reflective accounts, progress interviews in personal tutor records</b>
8 Other approaches to personal development planning.	Students will be supported to identify an appropriate career pathway to meet their PDP through discussions with their practice supervisor, course director and



	personal tutor. <b>Evidence: Reflective accounts and progress interviews in personal tutor records</b>
9 The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.	Students are encouraged through the assessment strategy to participate in critical reflection and for a number of assignments will be required to maintain a practice portfolio. Personal tutor discussions will focus on mode of PDP and the merits of electronic versus paper based portfolios. <b>Evidence: Reflective accounts, summative portfolios and progress interviews.</b>

### Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'

<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

