

Course Specification

A. Course Information											
Final award title(s)	BSc(Hons) District Nursing (V300)										
Intermediate exit award title(s)	<p>BSc Community Health Studies</p> <p>In the event of a student failing to successfully, complete the District Nursing practice components but successfully completing all academic components of the District Nursing programme, the student will exit with the BSC Community Health Studies.</p> <p>This award does NOT confer registration with the Nursing and Midwifery Council (NMC). This means that the award of District Nurse and V100 will NOT be recorded on the NMC register.</p> <p>If the student has achieved ALL the requirements of the V300, they will be able to record the V300 but NOT the District Nurse or V100 award with the NMC. The student will NOT gain the professional award of district nurse.</p>										
UCAS Code	n/a	Course Code(s)	4333								
	London South Bank University										
School	<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										
Division	Adult Nursing										
Course Director	Rita Newland and Maxine Jameson										
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify										
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify										
Length of course/start and finish dates	<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>Full time</td> <td>One year</td> <td>September</td> <td>September</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	One year	September	September
Mode	Length years	Start - month	Finish - month								
Full time	One year	September	September								
Is this course generally suitable for students on a Tier 4 visa?	No.										
Approval dates:	Course(s) validated / Subject to validation	30 May 2019									
	Course specification last updated and signed off	September 2023									

Professional, Statutory & Regulatory Body accreditation	Nursing and Midwifery Council	
Reference points:	Internal	<p>LSBU (2018-19) LSBU Academic Regulations for Taught programmes. London, LSBU.</p> <p>LSBU (2015) Corporate Strategy (2020 - 2025). London, LSBU.</p> <p>LSBU (2015) Our Values. A Behavioural Framework for LSBU. London, LSBU.</p> <p>Academic Quality and Enhancement Website</p>
	External	<p>DH (2013) <i>Care in local communities - A new vision and model for district nursing</i>. London, DH.</p> <p>Maybin J, Charles A, Honeyman M (2016) <i>Understanding quality in district nursing services</i>. London, The Kings Fund.</p> <p>NMC (2001) <i>Standards for specialist education and Practice (Standards for specialist community nursing education and practice - community nursing in the home/district nursing)</i>, London, NMC.</p> <p>NMC (2018) <i>The Code</i>. London, NMC.</p> <p>NMC (2018) <i>Realising Professionalism: Standards for education and training. Part 3: Standards for prescribing programmes</i>.</p> <p>NMC (2018) <i>Realising Professionalism: Standards for education and training. Part 2: Standards for student supervision and assessment</i>.</p> <p>NHSE (2015) <i>Framework for commissioning community nursing</i>. London, NHSE.</p> <p>NHSE (2019) <i>The NHS Long Term Plan</i>. London, NHSE.</p> <p>NHSE (2014) <i>The Five-Year Forward View</i>. London, NHSE.</p> <p>QAA (2018) <i>UK Quality Code for Higher Education. Part A: Setting and maintaining academic standards</i>. Gloucester, QAA.</p> <p>QNI (2015) <i>The QNI/QNIS Voluntary Standards for District Nurse Education and Practice</i>. London, QNI.</p>

		<p>Royal Pharmaceutical Society (2016) A competency Framework for all Prescribers. London, Royal Pharmaceutical Society.</p> <p>Southern England Consortium for Credit Accumulation and Transfer (2021) Credit Level Descriptors for Higher Education, London, SEEC.</p> <p>OfS Guidance</p>
--	--	--

B. Course Aims and Features

<p>Distinctive features of course</p>	<p>The DN programme at London South Bank University creates effective and efficient practitioners who are fit for practice and purpose as a District Nurses (DN). The course is Nationally recognised and students, who successfully complete, take up employment as a district nurse with the NHS Trust of their choice. For many, this is a significant promotion, because it usually represents employment at Agenda for Change band 6.</p> <p>The programme attracts qualified nurses who have initial registration with the Nursing and Midwifery Council (NMC) and wish to specialise in the field of district nursing.</p> <p>The BSc (Hons) District Nursing (V300) course runs full time over 52 weeks and part time over two years. The V300, Nurse independent/ supplementary prescriber award (Non-medical prescribing (V300) is integral to the programme and enables students to meet the requirement to prescribe from the Royal Pharmaceutical Society (RPS, 2016) and the Nursing and Midwifery Council (NMC, 2018).</p> <p>Students must complete 30 hours of learning with the V300 Practice Assessor engaged in specific non-medical prescribing activity. Five days are allocated during the practice learning schedule for this activity. Students may amend the timing of this activity in consultation with the V300 Practice Assessor. They must record all activity and indicate how the activity enables them to achieve the learning outcomes for this part of the programme. Students must also undertake a further 60 hours of additional activity learning about the integration of prescribing in district nursing practice. Students will complete this learning with the Practice Supervisor and Practice Assessor at different points during the programme including the supervised practice days, the additional experience sessions and the alternative practice placement. Students may also choose to undertake some of this learning during the allocated self-directed study time.</p> <p>All students are assigned an Academic Assessor (for the district nursing and prescriber (V100) course and an Academic Assessor for the prescriber V300 course. The Academic Assessor has a key role in confirming the student's progress, recording objective, evidence-based decisions on conduct, proficiency and achievement and making recommendations for progression. They provide assurance of student achievements and competence to uphold public protection (NMC, 2018). In partnership with the Practice Assessor and link lecturer, the Academic Assessor, understands the student's learning and achievement in practice and gathers feedback regarding their achievement and progression during the programme.</p>
--	---

	<p>The BSc (Hons) District Nursing (V300) comprises 50% theory and 50% practice. During the practice placement, the student is supernumerary and works with a Practice Assessor, who is usually a qualified, experienced District Nurse and prescriber to assess and confirm their learning during the programme. Students will be assigned a second Practice Assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the V300 course to assess and confirm their learning in relation to the V300 (NMC, 2018). The student district nurse may also work with a Practice Supervisor, who could be a registered nurse or other registered health and social care professional. In line with the Nursing and Midwifery Council Standards for Student Supervision and Assessment (NMC, 2018) the Practice Supervisor and the Practice Assessor, complete ongoing learning and development to ensure their involvement and contribution to the assessment of the student district nurse upholds public protection and enables the student to meet the learning outcomes for the district nursing programme (NMC, 2018).</p> <p>The programme enables students to meet the:</p> <ul style="list-style-type: none"> - Nursing and Midwifery Council (2001) Standards for specialist education and Practice (<i>standards for specialist community nursing education and practice - community nursing in the home/district nursing</i>). - Nursing and Midwifery Council (2018) Standards for prescribing programmes - Royal Pharmaceutical Society (2016) A competency Framework for all Prescribers. <p>Successful graduates can record the District Nurse qualification and the prescriber qualification (V300) with the NMC and gain a Bachelor of Science degree with Honours.</p> <p>Students undertaking the course full time must usually complete within two years of the start date. Students undertaking the course part time over two years should usually complete within four years of the start date (LSBU, 2015: Academic Regulations, p.14: 3.26 and 3.28). This ensures that they are retaining currency with the academic and practice requirements of the programme.</p>
<p>Course Aims</p>	<p>The programme aims to develop district nurses who are confident, capable and competent in contemporary district nursing practice and service delivery. Graduates will function in line with the NMC Code (2018) and will be able to lead, manage and evaluate person-centred care. As the skilled generalist, the District Nurse will be able to undertake clinical examination and articulate diagnoses and client needs through their ability to form judgements and make decisions.</p> <p>The programme is based on key principles for practice illustrated within three domains:</p> <ul style="list-style-type: none"> - Population and case load management - Support and care for people who are unwell, recovering at home and at the end of life - Support and care for independence

	<p>Programme Aim The teaching content is designed to:</p> <ol style="list-style-type: none"> 1. Prepare students for safe, effective and contemporary practice as a district nurse (DN) in the professional field of district nursing and record the professional award with the Nursing and Midwifery Council (NMC). 2. Provide students with a quality learning experience and the aspiration to continue learning through to develop the skills and knowledge required to enter employment as a district nurse. 3. Prepare students to be critical thinkers, problem solvers and effective communicators that respond to changing client situations in practice. 4. Prepare students to lead, manage and work in professional teams to seek solutions to situations and problems. 5. Prepare students to understand and influence the implications of health economics and policy on contemporary public health, health and care practice (health prevention, promotion and improvement). 6. Prepare students for evidence informed practice, which enables them to access, assess, apply and disseminate research in their practice and deliver safe and effective care. 7. Prepare students to use appropriate physical and clinical examination skills to assess, diagnose and manage the care needs of individuals with complex health care needs or acute illnesses. 8. Prepare students to support the learning and understanding of others, by using different education approaches and teaching skills. 9. Prepare students to undertake safe, effective, person-centred prescribing from an appropriate formulary within legislative and regulatory boundaries. 10. Prepare students to communicate effectively and apply a range of interpersonal skills during consultation, supervision and therapeutic interventions.
<p>Course Learning Outcomes</p>	<p>A Students will be expected to have knowledge and understanding of:</p> <p>A1: The requirements for professional practice in safe and effective public health, health and social care.</p> <p>A2: Contemporary district nursing, health and care policy, strategy and practice.</p> <p>A3: Legal, ethical and moral frameworks in practice to influence health, care, client well-being and safety.</p> <p>A4: The physiology of health, ageing and disease and critically evaluate the use of this in practice.</p>

A5: The principles, practice and application of leadership, management and supervision for safe, effective, evidence-based contemporary district nursing, public health, health and social care.

Teaching and Learning Strategy

The programme will employ a range of learning and teaching strategies to help learners achieve the learning outcomes including:

- Lectures, tutorials, seminars and small group work
- Enquiry and problem-based learning approaches
- Shadowing in practice

Assessment

- Written assignments including, report, essays and case studies
- Written examination, OSCE, VIVA
- Practice based assessment
- Portfolio assessment
- Presentations

B Students will be expected to develop their intellectual skills such that they are able to:

B1: Analyse methodologies and evaluate principles for evidence-based district nursing, public health, health and social care practice.

B2: Critically analyse the principles of vulnerability, safeguarding and protection and evaluate their use in practice to influence public safety.

B3: Critically evaluate the principles of autonomous, responsible and accountable practice and apply them in practice through decisions, judgements, clinical reasoning, and problem solving.

B4. Critically apply a range of education approaches and teaching skills to facilitate the learning of others in practice (including patients, clients, carers, health and care professionals)

Teaching and Learning Strategy

The programme will employ a range of learning and teaching strategies to help learners achieve the learning outcomes including:

- Lectures, tutorials, seminars and small group work using available technology
- Enquiry and problem-based learning approaches

Assessment

- Written assignments including, report, essays and case studies
- Written examination, OSCE, VIVA
- Practice based assessment
- Portfolio assessment
- Presentations

C Students will be expected to acquire and develop practical skills such that they are able to:

C1. Assess health and nursing needs of patients, clients, families and carers and identify when they need additional support and resources to promote their physical and psychological health and well-being.

C2. Initiate, implement and manage safe, effective and efficient person-centred care.

C3. Lead and manage teams and workload in practice, work in partnership and with integrated, multi-professional teams.

C4: Identify and manage risk.

C5: Initiate, implement and evaluate strategies, which promote and improve health and prevent disease.

Teaching and Learning Strategy

The programme will employ a range of learning and teaching strategies to help learners achieve the learning outcomes including:

- Practice based learning to deliver, lead and manage client care (under direct and indirect supervision)
- Observe and engage with services, practice and professionals/practitioners other than mainstream district nursing.
- Shadowing in practice

Assessment

- Practice based assessment
- Portfolio assessment
- Presentations
- OSCE

D. Students will be expected to acquire and develop transferrable skills such that they are able to apply principles of the following into their practice:

D1: Apply the principles of information management and governance.

D2: Effectively and efficiently manage time and resources.

D3: Use ICT and different media to communicate.

D4: Promote personal and public health and safety in relation to lone working

Teaching and Learning Strategy

The programme will employ a range of learning and teaching strategies to help learners achieve the learning outcomes including:

- Tutorials, seminars and small group work

	<ul style="list-style-type: none"> - Enquiry and problem based learning approaches <p>Assessment</p> <ul style="list-style-type: none"> - Written assignments including, report, essays and case studies - Written examination - Practice based assessment - Portfolio assessment - Presentations
--	--

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.

Students undertaking the course full time must usually complete within **two years of the start date**. Students undertaking the course part time over two years should usually complete within **four years of the start date**. This ensures that they are retaining currency with the academic and practice requirements of the programme.

F. Entry Requirements

Entry to the Programme

Applicants will need to meet the following criteria:

First level registration with the NMC and completed a period of consolidation in practice as a Registered Nurse (Adult).

First level registration with the NMC for a minimum of one year prior to application to the programme.

DipHE or 120 Credits at level 5.

The confirmation from a provider organisation of a:

- practice placement
- named practice assessor with independent / supplementary prescriber experience. In line with the Royal Pharmaceutical Society (2016) competency framework for all prescribers, the assessor must be prescribing as an integral part of their role in practice.

AP(E)L may be considered as part of the entry process up to one third of the programme (40 credits).

All applicants must have gained, sponsorship funding with an NHS trust, a practice placement, a practice assessor with due regard in the professional field. In situations where the practice assessor is unable to supervise the student district nurse on a daily basis during the practice placement, a practice supervisor will be allocated to work with the practice assessor.

A practice assessor who is a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications for the V300 programme (NMC, 2018). In line with the NMC (2018)

standards and the Royal Pharmaceutical Society (2016) competency framework for all Prescribers, the practice assessor must be prescribing as an integral part of their role in practice.

Where English is an additional (second) language, applicants must provide evidence of success in IELTS assessment level 7.

All applicants usually submit a written application in English and undertake a written English and numeracy assessment. If successful at the application stage, applicants attend a face-to-face interview, which may include use of the multiple mini interview approach. Successful candidates at this stage are all subject to DBS screening, occupational health assessment and references prior to gaining a place on the programme. The University and the Sponsoring NHS trust/ organisation work in partnership and undertake the recruitment process together.

G. Course structure(s)

BSc (Hons) V300

Academic Award	Professional Award	Programme Length
BSc (Hons) 120 credits level 6	District Nursing (V300)	52 weeks full time
BSc (Hons) 120 credits level 6	District Nursing (V300)	2- years Part-time

BSc (Hons) District Nursing (V300) Full Time (52 weeks)

Semester One	Semester Two	Semester Three
Professional insights - the role of the district nurse (20 credits level 6)	Non-medical prescribing: (V300) 40 credits level 6)	Contemporary District Nursing Practice Consolidated Practice PASS/FAIL
Research methods and process: WHN_6_106 (20 credit level 6)		
Patient Assessment: History taking and Physical Examination (20 credits level 6)	Strategic planning and performance management for the district nursing workforce (20 credit level 6)	
Contemporary District Nursing Practice Supervised Practice PASS/FAIL		

BSc (Hons) District Nursing (V300) Part Time (2 Years)

Year One	Year Two	Year Two Semester Three
Professional insights - the role of the district nurse (20 credits level 6)	Non-medical prescribing: (V300) 40 credits level 6)	Contemporary District Nursing Practice Consolidated Practice PASS/FAIL
Research methods and process: WHN_6_106 (20 credit level 6)		
Patient Assessment: History taking and Physical Examination (20 credits level 6)	Strategic planning and performance management for the district nursing workforce (20 credit level 6)	
Contemporary District Nursing Practice Supervised Practice		

PASS/FAIL					
Module Code	Module Title	Level	Semester	Credit value	Assessment
HDN_6_003	Professional insights - the role of the district nurse	6	1	20	Written report Verbal presentation
WHN_6_106	Research methods and process	6	1	20	Written assignment
ACP_6_003	Patient Assessment: History taking and Physical Examination	6	1	20	Case study OSCE PBL
NMP_6_040	Non-medical prescribing: (V300)	6	2	40	Unseen written examination (pharmacology) Examination (drug calculation) VIVA Case study Portfolio assessment
HDN_6_004	Strategic planning and performance management for the district nursing workforce	6	2	20	Written report
HDN_6_006	Contemporary District Nursing Practice Supervised Practice	6	1+2	20	Practice assessment Portfolio assessment
HDN_6_007	Contemporary District Nursing Practice Consolidated Practice	6	3	20	Practice assessment Portfolio assessment
I. Timetable information					
<p>Teaching will usually take place on Wednesdays, Thursday and Friday Practice placement days will usually take place on Monday and Tuesday Students will be allocated self-directed learning days during the year usually on a Friday.</p>					

Teaching for the part-time course (over two years will take place for one day each week, students will be in placement for one day each week and will have a half day study time each week).

J. Costs and financial support

Course related costs

- Students will be required to meet the cost of travel from home to the placement and to the university.
- Students will be required to meet the cost of books and other learning materials.
- Students will be required to arrange and meet any additional cost of travel and accommodation during the alternative practice placement.
- Students will be required to meet the cost of any uniform they are required to wear during the practice placement.

Tuition fees/financial support/accommodation and living costs

Tuition fees for the course are met through Health Education England or the Apprenticeship Scheme

List of Appendices

Appendix A: Curriculum Map

Appendix B: Educational Framework (undergraduate courses)

Appendix C: Terminology

Appendix A: Curriculum Map

Course Outcomes (Level 6)	
Students will have knowledge and understanding of:	
A1	The requirements for professional practice in safe and effective public health, health and social care.
A2	Contemporary district nursing, health and care policy, strategy and practice.
A3	Legal, ethical and moral frameworks in practice to influence health, care, client well-being and safety.
A4	The physiology of health, ageing and disease and critically evaluate the use of this in practice.
A5	The principles, practice and application of leadership, management and supervision for safe, effective, evidence-based contemporary district nursing, public health, health and social care.
Students will develop their intellectual skills such that they are able to:	
B1	Analyse methodologies and evaluate principles for evidence-based district nursing, public health, health and social care practice.
B2	Critically analyse the principles of vulnerability, safeguarding and protection and evaluate their use in practice to influence public safety.
B3	Critically evaluate the principles of autonomous, responsible and accountable practice and apply them in practice through decisions, judgements, clinical reasoning, and problem solving.
B4	Critically apply a range of education approaches and teaching skills to facilitate the learning of others in practice (including patients, clients, carers, health and care professionals)
Students will acquire and develop practical skills such that they are able to:	
C1	Assess health, health and nursing needs of patients, clients, families and carers and identify when they need additional support and resources to promote their physical and psychological health and well-being.
C2	Initiate, implement and manage safe, effective and efficient person-centred care.
C3	Lead and manage teams and workload in practice, work in partnership and with integrated, multi-professional teams.
C4	Risk identification and management.
C5	Initiate, implement and evaluate strategies, which promote and improve health and prevent disease.
Students will acquire and develop transferable skills such that they are able to:	
D1	Information management and governance.
D2	Effective and efficient time and resource management.
D3	The use of ICT and different media to communicate.

D4	Personal and public health and safety in relation to lone working.

Course outcomes																			
Level	Title	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4
6	Professional insights - the role of the district nurse		T A			T A							T A			T A	T A		
6	Research methods and process					T A	T A									T A		T A	
6	Patient Assessment: History taking and Physical Examination			T A	T A				T A		T A				T A				
6	Non- medical prescribing (V300)	T A			T A		T A		T A		T A			T A	T A	T A			T A
6	Strategic planning and performance management for the district nursing workforce			T A		T A		T A				T A					T A		
6	Contemporary District Nursing Practice: Supervised Practice	T A	T A	T A	T A	T A		T A	T A	T A	T A	T A		T A	T A	T A	T A	T A	T A
6	Contemporary District Nursing Practice: Consolidated Practice	T A	T A	T A	T A	T A		T A	T A	T A	T A	T A	T A	T A	T A	T A	T A	T A	T A

Key	
A	Learning outcome is assessed
T	Learning outcome is taught

		Course Outcomes																		
Level	Title	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
6	Professional insights - the role of the district nurse			√			√			√	√	√	√					√		
6	Research methods and process										√					√		√	√	√
6	Patient Assessment: History taking and Physical Examination										√						√			
6	Non- medical prescribing (V300)	√	√			√	√	√			√									
6	Strategic planning and performance management for the district nursing workforce				√		√	√	√	√	√	√		√	√		√			√
6	Contemporary District Nursing Practice: Supervised Practice	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√		√	√
6	Contemporary District Nursing Practice: Consolidated Practice	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	√

Course Outcomes Aligned to the NMC (2001) Standards for Specialist Education and Practice and QNI (2015) The QNI/QNIS voluntary Standards for District Nurse Education and Practice.

Outcome	Course Outcome	NMC Standard	QNI Standard
		Clinical nursing practice	
1	Assess health, health and nursing needs of patients, clients, families and carers.	11.1 Assess health, health related and nursing needs of patients or clients, their families and other carers and identify and initiate appropriate steps for effective care for individuals, groups and communities (13.1, 28.1).	1.3 Assess the health-related needs of families and other informal carers, developing therapeutic relationships and using creative problem solving that enables shared decision making for the development of care plans, anticipatory care and delivery of care packages.
2	Assess and manage complex, critical and clinical care situations in a range of settings and make decisions and judgement to deliver safe and effective care.	11.3 Assess and manage critical and clinical care events to ensure safe and effective care 13.4 Assess and manage care in a range of settings and make decisions and judgements to distinguish between health and social needs. 28.2 Assess, diagnose and treat specific diseases in accordance with agreed nursing/medical protocols	1.2 Use appropriate physical and clinical examination skills to undertake the assessment of individuals with complex health care needs or those presenting with more acute illnesses, using a range of evidence-based assessment tools and consultation models to enable accurate diagnostic decision-making and recognition of other potential differential diagnoses. 1.5 Assess when additional expertise is necessary and make objective and appropriate referrals, whilst maintaining overall responsibility for management and co-ordination of care. 1.7 Promote the mental health and well-being of people and carers in

			<p>conjunction with mental health professionals and GPs, identifying needs and mental capacity, using recognised assessment and referral pathways and best interest decision making and providing appropriate emotional support.</p> <p>1.8.1 Where appropriate, undertake the case management of people with complex needs, with the support of the multidisciplinary team, to improve anticipatory care, self-management, facilitate timely discharges and reduce avoidable hospital admissions to enable care to be delivered closer to, or at home.</p>
3	Plan, provide and evaluate specialist nursing care in different environments.	13.2 Plan, provide and evaluate specialist nursing care in different environments, including people's homes and small institutions, health centres and GP surgeries with varied resources (28.3, 11.2).	<p>1.4.1 Support all staff to use tools to identify changes in health status and maximise the skills of the District Nurse to support complex assessment where the patient is showing signs of deteriorating health or new symptoms.</p> <p>1.6 Source and utilise eHealth technology and technology assisted learning systems to support self-care and improve efficiency and effectiveness of the district nursing service.</p>

			<p>1.6.1 Work collaboratively with others to identify individuals who would benefit from technology, with ongoing support and management.</p> <p>4.2.1 Produce operational plans, supported objectively by data that identify key risks and future management strategies.</p>
4	<p>Provide counselling and psychological support to patients, clients and their carer's and work in partnership to enable them to participate in decisions concerning their care.</p>	<p>11.4 Support and empower patients and clients, their families and other carers to influence and participate in decisions concerning their care by providing information on a range of specialist nursing care and services.</p> <p>13.9 Support and empower patients, clients and their carers to influence and use available services, information and skills to the full and work in partnership to enable them to participate in decisions concerning their care, (13.3, 11.8, 11.6)</p> <p>11.6 Provide counselling and psychological support for individuals and their carers (13.5)</p>	<p>1.10 Work in partnership with individuals, formal and informal carers and other services to promote the concept of self-care and patient-led care where possible, providing appropriate education and support to maximise the individual's independence and understanding of their condition(s) in achieving their health outcomes.</p> <p>1.11 Analyse and use appropriate approaches to support the individual's health and wellbeing and promote self-care in addressing their short- or long-term health conditions.</p> <p>1.13 Demonstrate advanced communication skills engaging and involving people and their carers that foster therapeutic relationships and enable confident management of</p>

			complex interpersonal issues and conflicts between individuals, carers and members of the caring team.
5	Facilitate the learning of patients, clients and carers in relation to identified health needs.	11.5 Facilitate learning in relation to identified health needs for patients, clients and carers (13.6)	
6	Prescribe from a nursing formulary, where the legislation permits.	13.7 Prescribe from a nursing formulary, where the legislation permits;	1.14 Prescribe from the appropriate formulary relevant to the type of prescribing being undertaken, following assessment of patient need and according to legislative frameworks and local policy.
7	Act independently within a multi-disciplinary/multi-agency context.	11.7 Act independently within a multi-disciplinary/multi-agency context (13.8).	1.12 Explore and apply the principles of effective collaboration within a multi-agency, multi-professional context facilitating integration of health and social care and services, ensuring person-centred care is co-ordinated and anticipated across the whole of the person's journey.
Care and programme management			
8	Manage and supervise clinical practice and the delivery of safe, evidence-based care for people with chronic disease.	11.9 Supervise and manage clinical practice to ensure safe and effective holistic research-based care. 28.5 Manage programmes of care for patients with chronic disease. 28.6 Play a key role in care management as appropriate.	1.4 Supervise the delivery of person-centred care plans by the district nursing team ensuring regular evaluation of care and develop systems to support staff interventions and care quality. 2.2 Lead, support, clinically supervise, manage and appraise a mixed skill/discipline team to provide community nursing interventions in a range of settings to meet known and anticipatory needs,

			<p>appraising those staff reporting directly to the District Nurse whilst retaining accountability for the caseload and work of the team.</p> <p>2.6 Manage and co-ordinate programmes of care, for individuals with acute and long-term conditions, ensuring their patient journey is seamless between mental and physical health care, hospital and community services and between primary and community care.</p>
9	Initiate and contribute to health improvement, prevention and promotion strategies.	<p>11.10 Initiate and contribute to strategies designed to promote and improve health and prevent disease in individuals, groups and communities by identifying and selecting from a range of health and social agencies, those that will assist and improve care (28.4, 13.16).</p> <p>13.17 Empower people to take appropriate action to influence health policies.</p>	<p>1.8 Apply the principles of risk stratification and case management to enable identification of those at most risk of poor health outcomes.</p> <p>1.9.1 Develop and implement risk management strategies that take account of people's views and responsibilities, whilst promoting patient and staff safety and preventing avoidable harm to individuals, carers and staff.</p> <p>1.11.1 Support the team to facilitate behaviour change interventions for individuals.</p>
10	Identify and act on ethical issues in nursing practice.	11.11 Recognise ethical issues which have implications for nursing practice and take appropriate action.	1.9 Assess and evaluate risk using a variety of tools across a broad spectrum of often unpredictable situations, including staff, and people

			<p>within their home environments.</p> <p>2.3 Manage the district nursing team within regulatory, professional, legal, ethical and policy frameworks ensuring staff feel valued and developed.</p> <p>2.10 Ensure all staff are able to recognise vulnerability of adults and children and understand their responsibilities and those of other organisations in terms of safeguarding legislation, policies and procedures.</p> <p>3.3 Lead and foster a culture of openness and recognition of duty of candour in which each team member is valued, supported and developed, inspiring a shared purpose to support the delivery of high-quality effective care.</p>
11	Collect, collate and evaluate health data and use the data to influence and inform health policy development and the provision of health and nursing care.	<p>13.18 Provide accurate and rigorously collated health data to employing authorities and purchasers through health profiles in order to inform health policies and the provision of health care.</p> <p>30.9 Collect and interpret health data and contribute to the development of strategies to promote and improve health and evaluate their outcomes.</p> <p>30.10 Establish and evaluate caseload and workload profiles and devise programmes of</p>	<p>2.1 Contribute to public health initiatives and surveillance, working from an assets-based approach that enables and supports people to maximise their health and well-being at home, increasing their self-efficacy and contributing to community developments.</p> <p>2.7 Collaborate with other agencies to evaluate public health principles, priorities</p>

		care and monitor strategies of intervention.	<p>and practice and implement these policies in the context of the district nursing service and the needs of the local community.</p> <p>2.8 Participate in the collation of a community profile, nurturing networks that support the delivery of locally relevant resources for health improvement and analysing and adapting practice in response to this.</p> <p>2.9 Articulate the role and unique contribution of the district nursing service in meeting health care needs of the population in the community and the evidence that supports this in local areas.</p> <p>4.2 Identify trends in the characteristics and demands on the district nursing service and use this, where appropriate, to inform workload and workforce planning and strategic decision making.</p>
		Clinical practice leadership	
12	Lead and direct the professional team clinically, to ensure the implementation and monitoring of quality assured standards of care by effective and efficient management of finite resources.	11.12 Lead and direct the professional team clinically, to ensure the implementation and monitoring of quality assured standards of care by effective and efficient management of finite resources.	1.1 Demonstrate a broad range of specialist district nursing clinical expertise that supports high quality person-centred care for the caseload population in a variety of community settings.

		<p>1.5.1 Ensure clear lines of accountability with respect to delegation, supervision and mechanisms for the assurance of clinical and care governance including antimicrobial stewardship.</p> <p>2.4 Facilitate an analytical approach to the safe and effective distribution of workload through delegation, empowerment and education which recognises skills, regulatory parameters and the changing nature of district nursing whilst establishing and maintaining the continuity of caring relationships.</p> <p>2.5 Lead, manage, monitor and analyse clinical caseloads, workload and team capacity to assure safe staffing levels in care delivery, using effective resource and budgetary management.</p> <p>2.11 Use knowledge and awareness of social, political and economic policies and drivers to analyse how these may impact on district nursing services and the wider health care community. Where appropriate participate in organisational responses and use this knowledge when</p>
--	--	---

			<p>advocating for people or resources.</p> <p>4.3 Use a range of change management, practice development, service and quality improvement methodologies, evaluating the underpinning evidence of successful approaches that support the implementation of service developments to improve patient care.</p> <p>4.3 Participate in the development and implementation of organisational systems to enable individuals, family and carers to share their experiences of care confidentially. Develop processes for systematically improving services in response to feedback.</p>
13	Use appraisal to manage and identify education and skills development opportunities for registered nurses and specialist practitioners.	11.13 Identify individual potential in registered nurses and specialist practitioners, through effective appraisal systems. As a clinical expert advice on educational opportunities that will facilitate the development and support of their specialist knowledge and skills to ensure they develop their clinical practice (13.21).	2.2.1 Enable other team members to appraise, support and develop others in the team and develop strategies for addressing poor practice.
14	Use preceptorship, mentorship, counselling and clinical supervision to provide education and effective learning experiences for students in practice.	11.14 Ensure effective learning experiences and opportunity to achieve learning outcomes for students through preceptorship, mentorship, counselling, clinical supervision and provision of an	3.1.1 Use creative problem-solving to develop a positive teaching/ learning environment and workplace for supporting disciplines and professions learning about caring for people in the community and

		educational environment (13.22).	the interdependency of integrated service provision.
		Clinical practice development	
15	Develop, evaluate clinical practice and disseminate findings.	11.15 Create an environment in which clinical practice development is fostered, evaluated and disseminated (13.26).	4.4 Apply the principles of project management to enable local projects to be planned, implemented and evaluated.
16	Contribute to clinical teaching and assessment of learning in a multi-disciplinary environment within scope of expertise and knowledge.	11.16 Identify specialist learning activities in a clinical setting that contribute to clinical teaching and assessment of learning in a multi-disciplinary environment within scope of expertise and knowledge base.	
17	Initiate and lead practice developments to enhance the delivery of quality nursing care.	11.16 initiate and lead practice developments to enhance the nursing contribution and quality of care (13.23)	3.1 Promote and model effective team working within the district nursing team and the wider multi-disciplinary team and primary care. 3.2 Demonstrate the values of high quality, compassionate nursing and support the ongoing development of these values in others, whilst demonstrating resilience and autonomy in the context of increasing demand, managing change to meet the evolving shape of services through flexibility, innovation and strategic leadership.
18	Identify, apply and disseminate research findings to specialist nursing practice.	11.17 Identify, apply and disseminate research findings relating to specialist nursing practice (13.24).	4.1 Ensure care is based on all available evidence/research or best practice. 4.1.1 Demonstrate high level skills in discerning between different forms of evidence and managing uncertainty in clinical practice.
19	Explore and implement strategies for quality assurance and audit.	13.25 Undertake audit review and appropriate	3.4 Contribute to the development, collation, monitoring and

		<p>quality assurance activities.</p> <p>11.18 Explore and implement strategies for staff appraisal, quality assurance and quality audit. Determine criteria against which they should be judged, how success might be measured and who should measure success (13.27).</p>	<p>evaluation of data relating to service improvement and development, quality assurance, quality improvement and governance, reporting incidents and developments related to district nursing ensuring that learning from these, where appropriate, is disseminated to a wider audience to improve patient care.</p>
--	--	--	---

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125-year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p>All students spend 50% of the course learning in and from practice. They work alongside a qualified, experienced district nurse (practice assessor).</p> <p>Students will gain insight and understanding of day-to-day district nursing activity and practice.</p> <p>Students gain insight and understanding of activities that supplement and complement district nursing practice, by spending time with other professionals and observing different service delivery options.</p>	<p>The course team and the practice assessors meet 6 times a year to update knowledge and skills, share information and discuss course developments.</p> <p>The course team and the managers/ education leads 4 times a year and discuss progress.</p> <p>The managers/ education leads evaluate the course each year.</p> <p>Students complete additional learning experiences and a period of 5 days alternative practice experience during semester one.</p> <p>The programme team and the Education leads/ managers complete joint recruitment and selection.</p>
Embedded learning development	<p>Students learn and develop their skills of critical thinking, reflective practice and academic reflective writing.</p> <p>Students learn and develop their skills of making judgements and decisions as they progress their practice-related learning from direct to indirect supervision during real-life experiences.</p>	<p>The curriculum integrates learning to develop critical thinking and academic reflective writing into the academic modules and the practice based modules.</p> <p>Students have opportunities to integrate theory into practice and vice versa, by using examples of events from their practice to inform their theoretical learning.</p>
High impact pedagogies	<p>Students learn from consistency and continuity because they work as part of a real-life district nursing team and usually remain with the same team for the whole of the course. The supernumerary status means that they have the time to observe learning opportunities more than once and to critically reflect on the outcome</p>	<p>Students work alongside a qualified, experienced district nurse as they manage a caseload and lead care for people, clients, families and carers in real-life situations.</p> <p>Students engage in one-to-one supervision and reflective discussion usually once per week</p>

	and the impact on their future learning needs.	during their time learning in the practice placement. Students undertake OSCE assessments. Enquiry –based problems solving approaches are included in the module content and assessments.
Inclusive teaching, learning and assessment	Students have access to all course materials and resources, including course guides, PowerPoint presentations, handouts via the Virtual learning (VLE) platform. This means it is available to the students as and when they choose to access it.	Each module has a Moodle site, which the students can access. The modules are assessed using formative and summative assessment strategies.
Assessment for learning	Assessments usually have a formative component. This means the students have written feedback during their preparation for the summative assignment. Students are encouraged to access the learning support team and the learning support team provide prospective input during module delivery.	The assessments are marked using an objective rubric. This is available to the students in advance of the submission. The rubric means that students have written feedback in a consistent format.

Appendix C: Terminology

Compulsory module	A module that students are required to take as part of the programme / course.
Contact hours	The time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
Course work	Student work that contributes towards the final result but is not assessed by written examination
Feedback (on assessment)	Information to students following their completion of a piece of assessed or examined work. The information usually contains information of how to develop the content.
Formative assessment	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
Self- directed study time	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
Lecture	A presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
Module	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
Regulatory body	An organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities. For nurses and midwives in the UK, this is the Nursing and Midwifery Council (NMC).
NMC Approved course	A programme of study that meet the NMC standards / requirements for registration of the award on the NMC register.
Recordable qualification	A professional award recorded on the NMC (health regulator) register.
Semester	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)
Seminar	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
Summative assessment	Formal assessment of students' work contributing to the final result
Sponsorship	The arrangement that a student has, usually via a contract of employment for the duration of the course, with the provider organisation. The organisation will provide the student district nurse with a salary, a practice assessors and a practice placement for the duration of the course.

Practice Assessor	The qualified, experienced district nurse who supervises and assess the learning of the students district nurse in the practice placement. This person will usually assesses the students practice and learning and through this assessment decides if they have met the practice-learning outcome for the course and to regulators requirements for recording the professional award on the NMC register.
-------------------	--

