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|  | |  | | --- | | **PROGRAMME SPECIFICATION**  FOR TAUGHT PROGRAMMES AT ALL LEVELS | | |  |  |  |  |
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|  |  | |  |  |  |  | | --- | --- | --- | --- | | **Name of Programme:** | Fundamentals of General Practice Nursing | | | | **Final Award:** | Level 6 Graduate Certificate (60 Credits) | **Programme Code(s):** |  | | **Awarding Institution/Body:** | University of Buckingham | **Teaching Institution:** |  | | **School of Study:** | School of Allied Health | **Parent Department:** | Faculty of Medicine and Health Sciences | | **Programme Length:** | Part Time – 12 Months | **Location:** | Work Based learning | Cheshire and Mersey side training venues | | **Professional Body Accreditation:** | NIL | **Relevant Subject Benchmark Statement (SBS):** | * QAA Benchmark Statement for Health Studies. * NMC standards for specialist education and practice (NMC, 2001). * QNI (2020) Standards of Education and Practice for Nurses New to General Practice Nursing. * General Practice Foundation (Royal College of General Practitioners/RCN) (2015) General Practice Nurse Competencies. * RCGP (2012) General Practice Nursing Competencies. * QAA UK Quality Code Advice and Guidance for Work Based Learning. | | **Admission Criteria:** | * Applicants must hold professional registration with Nursing and Midwifery Council as a Registered Nurse. * Applicants must demonstrate employer support and an appropriate Clinical Supervisor. * Evidence of successful academic study at level 6 or equivalent. * Applicants must be new to practice nursing (within the first 12 months' of becoming a practice nurse). * Ability to write in a clear, coherent and critical manner * Interest and motivation for successful study on the course * Students whose first language is not English will be expected to have reached a sufficient standard on admission to the course; usually a minimum IELTS 6.5, with a minimum of 5.5 in each element, or equivalent. Other equivalent English qualifications will also be considered. | **Applicable Cohort(s):** | From September 2021 | | **FHEQ Level:** | Level 6 | **UCAS Code:** |  | | | |  |  |
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|  |  | |  | | --- | | **Summary of Programme** | | The education and development of the practice nurse workforce is a key priority in healthcare. In order to meet the current challenges faced in General Practice, the capacity and capability of the primary care workforce must be developed and in particular those of the General Practice Nurse (GPN). However, most of these skills are not part of pre-registration nurse training, nor are they found in nurses working in other settings.  This unique blended learning programme has been written by experienced practice nurse educators for practice nurses. The course has been academically accredited by the University of Buckingham. Our programme will sufficiently prepare you with the contempory specialist knowledge and skills to fulfil the role as a General Practice Nurse. Building a foundation for providing safe, evidence-based and effective care for patients and the ability to work as part of the primary health care team.  This course will cover the NHS Cervical Screening Programme. Women’s and men’s health, national immunisations programme and health behaviour change, as well as an introduction to several long term conditions, assessment, monitoring and management including: asthma, chronic obstructive pulmonary disease, diabetes, dementia, cardiovascular disease and hypertension complemented by supervised work-based learning in the General Practice Nurse setting.  During the programme you will use a wide variety of blended learning activities to develop your knowledge of the underlying concepts and principles of your role as a general practice nurse. Building leadership capacity is a key element of the programme and the curriculum will enable you to build teamwork, leadership, and service improvement skills with a focus on NHS strategies and developments in primary care, integrated multidisciplinary and multi-agency working.  The programme is delivered through taught masterclass days, through eLearning and in practical practice based tutorials. Learning outcomes are assessed using different approaches such as observing practice, case studies and writing reflection on action all of which are captured in a practice portfolio.  The role of the Practice Nurse:   * Strategic overview of primary care within health and social care * Communication * Safeguarding of children and vulnerable adults * Clinical Practice * Evidence Based Practice * Health & Well-Being * Management of Emergency Situations * Wound Management * Health Promotion and lifestyle change * Mental Health * Sexual Health * Dementia Friends * Anxiety and Depression * Drugs and Alcohol * Law and Ethics in Healthcare * Stroke * Learning Disabilities * Multi-Morbidity   Management of Long-term conditions including:   * Chronic Obstructive Pulmonary Disease (COPD) and Asthma * Hypertension * Cardiovascular Disease * Diabetes   Skills Courses:   * Cervical Sampling * Health Behaviour Change * Immunisation of children and adults | | **Educational Aims of the Programme** | | The overall goal of this programme is to prepare competent, flexible, accountable practitioners, who are capable of lifelong learning. Preparing students to be flexible and self-directed in learning is considered to be a key outcome of the graduate certificate as it is recognised that the current rapid pace of change in health services means the skills of tomorrow will be different from those of today. It is therefore fundamental that clinicians are encouraged and supported in “learning how to learn”. Lifelong learning is a continually supportive process, which stimulates and empowers individuals to acquire the knowledge, values, skills and understanding they will require throughout their lifetime and develop the capacity to apply these with confidence.  The course aims to equip nurses with the core technical skills, complex decision-making skills and specialist knowledge required for baseline competence in the evolving and diverse role of the General Practice Nurse.  Furthermore the course reflects the Queen’s Nursing Institute (QNI 2020) Standards of Education and Practice for Nurses New to General Practice and General Practice Foundation (Royal College of General Practitioners/Royal College of Nursing (2015) General Practice Nurse Competencies to ensure the course is contemporary and innovative, providing a student-centred academic and work-based learning experience. These new national standards have been designed to provide a structured overview of expected best practice for nurses embarking on a General Practice Nursing career pathway.  The course aims to produce, highly-skilled General Practice Nurses who can provide an essential high standard of care to their local populations, enabling the local health economy to deliver the priorities of integrated care systems, the NHS Long Term Plan (2019) and NHS People Plan (2020). With the continued shift of complex patient care from secondary to primary care and the increasing diversity of patient need across the lifespan, commissioners and employers need and expect a more consistently prepared and competent workforce.  The graduate certificate in general practice nursing aims;   1. To facilitate the development of competent practitioners in the field of General Practice Nursing who have attained the required academic, clinical, professional and personal attributes that are essential for professional practice. 2. To instil prerequisite skills, attitudes and have a strong ethos for the professional demands of continuous development (lifelong learning) of healthcare workers who appreciate the need to demonstrate up-to-date skills and knowledge in order to maintain eligibility for NMC registration. 3. To engender a reflective approach to practice which draws upon validated evidence bases in order to facilitate the integration of theory and work-based learning. Supporting students to confidently achieve the requirements of QNI (2020) Standards of Education and Practice for Nurses New to General Practice Nursing which will in turn continually improve the service. 4. To enable the students to gain understanding and experience of patient-centred care and how health behaviours are affected by the diversity of the patient population including the wider determinants of health, health inequalities, health risk and disease surveillance and collaboration in health care environments. 5. To facilitate resilience, supervision and leadership skills to challenge current clinical practices and support learners to shape further health and social care provision across the primary care network. 6. To enable the student to analyse and evaluate contextual and contemporary issues of practice which may impact on the students’ transition to primary care. 7. To develop the qualities and transferable skills necessary for employment as a General Practice Nurse requiring:   i the exercising of initiative and personal responsibility  ii decision making in complex and unpredictable situations  iii a pro-active role in the personal and professional development of one’s self and others | | | | |  |
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|  |  | |  |  |  | | --- | --- | --- | | **Programme Outcomes** | | | | ***Knowledge,Understanding Practical and Cognitive Skills***   1. Demonstrate a critical understanding of the physical and mental health needs of individuals utilising effective consultation and assessment skills and record keeping 2. Demonstrate an in depth knowledge and ability to perform a range of clinical skills in the primary care setting 3. Demonstrate psychomotor skills and professional values, which underpin safe, autonomous, competent, patient-centred practice. 4. Understand the impact of effective leadership and management in therapeutic and service delivery, recognising the need to build and sustain professional relationships both as an independent practitioner and in collaboration as a member of the ‘multi-disciplinary’ team. 5. Critically reflect on the communication and consultation skills required to ensure person centred care 6. Critically evaluate the roles and responsibilities of the general practice nurse and the wider multidisciplinary team in the management of patients with long term conditions, considering issues including accountability and clinical governance. 7. Demonstrate a critical understanding of the political and organisational issues and the NHS strategies that influence quality assurance in primary care |  | ***Teaching/Learning Strategy*** | | This programme consists predominantly of self-directed and independent learning, supported by the teaching days and national skills programmes in both an eLearning and face to face format. The programme will be underpinned by the clinical experience and knowledge that the students will acquire in their professional workplaces. The teaching and learning methodologies will be varied during each teaching day and may include formal lectures, seminars, small-group working, enquiry-based learning and peer-group presentations.  The principal learning and teaching methods used in the face to face teaching days may include:  Lectures, seminars and workshops: This will be a mixture of face to face and eLearning seminars or workshops.  Web-based learning using the portfolio  Work based learning in a general practice/primary care setting. Most of the study hours comprise independent learning by expecting participants to add depth and breadth to their knowledge of topics, to practice skills and to reflect on critical incidents and their practice.  The programme encompasses the requirements of the QNI (2020) Standards of Education and Practice for Nurses New to General Practice Nursing. The strategies for teaching, learning and assessment have been designed to ensure that these four domains are aligned across the course and met:  1. Clinical care;  2. Leadership and management;  3. The facilitation of learning;  4. Research and development. | | ***Assessment Strategy*** | | The assessment strategy is via portfolio and reflects both professional and academic requirements, and is cognisant of the need to ensure that part time students in practice are not overburdened by the assessment process. A variety of summative and formative assessment strategies are used to meet the programme aims and learning outcomes. Formative assessment has proved to be particularly valuable to learning within the clinical situation where it provides a mechanism for monitoring, early feedback and facilitation of remedial action. These will be captured within a portfolio of evidence.    Portfolio  The aim of the Clinical Portfolio is for the student to collect evidence of progression towards competency defined in the QNI (2020) Standards of Education and Practice for Nurses New to General Practice Nursing, through case study assessment, a clinical skills log and reflective practice, to demonstrate development as a GPN. The portfolio will allow students to provide evidence of learning throughout the course in a contextual, constructive and collaborative way through personal and professional development plans, careers thinking, and meetings with a mentor, supervised learning events, reflective reports and extracurricular personal achievements.  By working consistently at the portfolio we hope that it will be a rewarding record of how students have developed and improved, and they will be able to take great pleasure in seeing how they have transformed from novice beginner to confident practitioner.  Students are required to compile a portfolio and introduced to the concept of portfolio building through the process of self-assessment, peer assessment and development planning in the modules relating to clinical practice.  Personal Development Planning (PDP) is defined as ‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, education and career development’ (QAA 2001). PDP enables the student to develop and awareness of their strengths and weaknesses construct a record of achievement documenting the acquisition of knowledge, skills and competencies and reflect and act upon their personal, professional, academic and long term career goals. PDP is introduced to students at the commencement of the course and is normally supported and facilitated by the students mentor.  The portfolio assists students in the development of skills of reflection, critical thinking, analysis and independent learning.  Tools for assisting portfolio development will be;  • Self-assessment questionnaires  • Service user feedback  • Feedback from tutors and peers – formative assessment  • Case study feedback  • Learning agreements  • Clinical log  • Reflective practice | | ***Transferable Skills***   1. Complete a given task to a high standard, within the limits of their competence, and make sure that noone is being put at unecessary risk. 2. Communicate effectively with a wide range of individuals and demonstrate skills in documenting care and written communication. 3. Demonstrate an awraenes of the impact of culture, equality and diversity on practice and be able to maintain successful professional relationships with patients and colleagues always acting with intergrity and honesty. 4. Demonstrate an ability to critically reflect upon and appraise the performance of self and provide a commitment to continuous professional development. 5. Utilise problem-solving skills in a variety of theoretical and practical situations to manage self-learning. 6. Demonstrate an ability to work both independently and within multi-disciplinary, multi-agency teams. 7. Demonstrate effective skills in managing health informatics, application of evidence into practice, research and service evaluation. 8. Demonstarte a professional duty of care and an awareness of their own health and conditions and not allow it to put others at risk. |  | | | | |  |
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|  |  | |  | | --- | | **External Reference Points** | | * QAA Benchmark Statement for Health Studies. * NMC standards for specialist education and practice (NMC, 2001). * QNI (2020) Standards of Education and Practice for Nurses New to General Practice Nursing.      * General Practice Foundation (Royal College of General Practitioners/RCN) (2015) General Practice Nurse Competencies. * RCGP (2012) General Practice Nursing Competencies. * QAA UK Quality Code Advice and Guidance for Work Based Learning. * Framework for advancing nursing, midwifery and allied health professional practice in Wales. National leadership and innovation agency for healthcare (2016) * Education Outcome Framework. Health Education England 2012 * NHS People Plan (2020) * National Health Service. NHS England’s Business Plan. The NHS Long Term Plan 2019 | | **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course unit/module can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency. | | | | |  |
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|  |  | |  |  | | --- | --- | | **Date of Production:** | 26/04/2021 | | **Date approved by School Learning and Teaching Committee:** |  | | **Date approved by School Board of Study:** |  | | **Date approved by University Learning and Teaching Committee:** |  | | **Date of Annual Review:** |  | | | | |  |

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| **Student Engagement Hours** | | | | | | | | |
| *Study component* | | ***Number*** *(e.g. 10)* | | ***Duration of each*** *(e.g two hours)* | | | ***Total Time*** | |
| Getting started with long term conditions webinar | | 6 | | 4 hours | | | 24 | |
| Getting started with long term conditions Case Studies | | 6 | | 1 ½ hours | | | 9 | |
| Health Behaviour Change | | 1 | | 6 hours | | | 6 | |
| Immunisation and vaccination foundation Course | | 2 | | 5 hours | | | 10 | |
| Introduction to Contraception & Sexual Health | | 1 | | 6 hours | | | 6 | |
| Mental Health and Learning Disabilities | | 1 | | 6 hours | | | 6 | |
| Clinical Hours | |  | |  | | |  | |
| *Total Guided/Independent Learning Hours* | | | | | | | |  |
| *Total Contact Hours:* | | | | | | | | **61 + Clinical Hours** |
| **Total Engagement Hours** | | | | | | | | **600** |
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| **Assessment Method Summary** | | | | | | | | |
| ***Type*** *(Examination, Test, Coursework, Presentation, Practical, Other)* | ***Number required*** | | ***Duration*** *(e.g. 1 hour, 4,000 words)* | | ***Weighting*** *(e.g 20%)* | ***Timing/***  ***Submission Deadline*** *(e.g Week 8)* | | |
| Portfolio | 1 | | NA | | Pass/fail | Within 12 months of start date | | |
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