

**Postgraduate Diploma
Specialist Practice District Nursing**

COURSE GUIDE

2023-2024

i. Purpose of the Course Guide

This course guide is available to you at induction and will be permanently available via 'shuspace' in downloadable online format. Alternative formats may be requested e.g., large print, from the Course leader.

The course guide contains information about:

- course structure, course management and quality mechanisms
- scheduling of university-based (academic) and practice learning
- the management, support and organisation of practice learning
- the role of student, practice assessor/practice supervisor, academic and administrative staff
- student support and guidance
- the learning, teaching and assessment strategies
- procedures for handing in and returning work, summary points of the assessment regulations
- academic misconduct, attendance requirements, absence reporting and recovering time following absence
- further links to supplement the information as mentioned above or additional topics as appropriate

ii. Our student Charter

Our student charter was developed jointly by the University and Sheffield Hallam Students' Union. It is an example of the working partnership which exists between our staff, students and student representatives. The charter embodies our commitment to delivering a high-quality student experience and sets out the expectations and responsibilities we have for our community of students and staff.

A copy of the current University Student Charter can be found at [here](#)

iii. Attendance Statement

The following statement has been agreed to communicate the University's expectations on student attendance and to encourage you to gain the most from the planned learning activities on your course.

It is essential that all students take responsibility for their learning by engaging fully with their course and that as a minimum student should:

- 100% attendance on this course to meet NMC requirements;
- Students are required to sign the register of attendance for each session
- attend punctually all scheduled and timetabled learning and teaching activities and sessions, unless unable to do so for reasons of illness or other extenuating circumstances;
- engage with and participate in all learning activities;
- submit all assessments by scheduled hand in dates;
- attend all scheduled assessments reflect on and act on feedback on assessed work;

- undertake independent learning in support of teaching delivery as directed by academic staff.
- Reflect on and act on feedback of assessed work

The process for reporting both campus and practice absences;

Please see the link below

[Student's guidance regarding absence](#)

This is a direct link to the new Absence form: [Student Absence Form](#)

iv. University Regulations:

As a student at Sheffield Hallam University you agree to abide by the University regulations upon enrolment to the University. Please note regulations can change during the year and the latest version can be found on SHUSpace under Rules and Regulations, you should therefore read this guide in conjunction with these Academic Regulations and Student Policies. These can be found at the foot of the page online at <https://shuspace.shu.ac.uk/webapps/portal/frameset.jsp> under Rules and Regulations.

V. Disclaimer

While every effort has been made to ensure the accuracy of information contained in this guide at the time of production, information can change in year. If this is the case these changes will be communicated to you in a timely manner and links are provided where appropriate to sources of current online information.

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1.WELCOME

1.1 A Message from Head of Nursing

Welcome to Nursing and Midwifery in the Faculty of Health and Wellbeing

Dear Student.

I am thrilled to welcome you to the department of Nursing and Midwifery at Sheffield Hallam University. I am very pleased that you have chosen to study here and hope that your time with us is exciting and offers some real challenges that will help you with your future career.

As you will know from your previous experiences studying can bring some real highs and achievements but can also test your resilience, so with that in mind remember to celebrate your successes and also seek support when you need it (Support Services are outlined in this booklet).

On behalf of everyone in the Nursing and Midwifery department, may I take this opportunity to wish you good luck and every success during your time here at Sheffield Hallam University.

I look forward to seeing you around campus throughout your studies.

Jo Lidster

Head of Department for Nursing and Midwifery

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1.2 A Message from your Course Leaders

Welcome to the Pg Dip Specialist Practice District Nursing course at Sheffield Hallam University.

Over the next year you will have the opportunity to become a Specialist District Nurse, applying evidence-based learning to make a real difference in the communities in which you will work. Together with your NHS practice assessor/supervisor, you will be supported by a highly knowledgeable and experienced teaching staff team.

I hope you enjoy your student experience and we value your feedback as to what we are doing well and areas you would like to see enhanced.

Welcome to the course, we look forward to meeting you all.

Abi White & Angela Thompson
Course Leaders

1.3 A message from your Sheffield Hallam Students' Union Education Officer

My name is Andrew Adegbola, I was elected to represent you and your views as your Education Officer. I hope you will enjoy being part of your course and I'll be working closely with your course representatives, so if you ever need any help or advice.

I am based in the Students Union (Hubs) but you can also contact me via email uuseducation@shu.ac Twitter and on Facebook (@hallameducation). Our sabbatical officers will work hard in alliance to offer you the best possible student experience Sheffield Hallam University has to offer. I look forward to meeting you and addressing the challenges that lie ahead.

Education Officer, Sheffield Hallam Students' Union

2. COURSE INFORMATION

2.1 Aims and Objectives

This course aims to develop specialist skills in the field of contemporary district nursing practice. This will equip you to lead and manage multi-professional teams recognising the complexity of operating within integrated environments and the need for interdependent decision-making in order to develop evidence based personalised care, empowering service users and promoting self-care.

You will enhance and develop your leadership skills and foster excellence in practice, through the development of detailed knowledge and evidence-based care, in order to meet the NMC (2001) Standards for Specialist Practice.

You will develop personal resilience as an autonomous and independent decision maker, caring for people in their own homes and other environments, in situations that are often complex and unpredictable. This will enable flexibility to be employable by a range of organisations.

Course Level Outcomes for Main Award*

3.1 Knowledge and Understanding

3.1.1 Critically analyse the key principles and the role of specialist practice- district nursing in the context of care policy and collaborative working

3.1.2 Generate and justify an appropriate evidence base to underpin the determinants of population health (the social, political and economic influences) and discover health need to target resources to those with the greatest need

3.1.3 Critically synthesise information in order to deliver seamless services which support and protect vulnerable individuals, groups and communities with acute and long-term conditions, enabling effective transition between hospital and community care, mental and physical health care services.

3.1.4 Critically evaluate, apply and justify key management and leadership theory underpinning community specialist practice, demonstrating resilience and autonomy whilst maintaining high quality and compassionate nursing

3.1.5 Construct and deconstruct the use of relevant social, psychological and biological theory to inform practice which enhances the physical and mental health of individuals, families, carers, groups and communities

3.1.6 Critically appraise the dynamics of collaborative working, particularly in relation to improving the outcomes of clients with complex and unpredictable care needs

3.2 Intellectual Skills

3.2.1 Critically analyse and interpret health data about the needs of individuals, families and communities

3.2.2 Use advanced clinical reasoning and inquiry to devise arguments in order to solve problems, using ideas and techniques which are at the forefront of district nursing practice

3.2.3 Critically appraise and apply relevant underpinning theory, ethical and legal principles, to develop a reasoned and informed approach to the planning, management and evaluation of care at, or closer to home.

3.2.4 Critically evaluate team dynamics and the role of the District Nurse Specialist practitioner in leadership and collaboration, within the evolving context of integrated health and social care.

3.2.5 Apply an analytical approach, and justify the safe and effective distribution of workload, recognising the unpredictable and complex nature of district nursing

3.3 Subject-specific and/or Professional/Practical Skills

3.3.1 Develop and enhance your critical thinking leadership skills to foster excellence in practice, influence care delivery and transform service provision to meet the needs of individuals and populations.

3.3.2 Critically assess, plan, implement and evaluate practice incorporating the principles of self-care, person-centred care and public health to deliver high quality, efficient services

3.3.3 Use and critically appraise appropriate frameworks to underpin consultation, clinical examination, and diagnostic procedures recognising and acting within limits of your competence and authority

3.3.4 Synthesise the concept of risk management and develop strategies that take account of people's views and responsibilities in uncertain and/or complex conditions to ensure the implementation and monitoring of quality assured standards of care.

3.3.5 Employ the principles and practice of prescribing and / or supply and administration of medication and medicines management in relation to community specialist nursing practice.

3.4 Transferable/Key Skills

3.4.1 Engage effectively with technology and construct and deconstruct data to inform District Nursing care, management and service development.

3.4.2 Critically engage and apply the principles of behaviour change and self-care using e-health technology where appropriate to improve efficiency and effectiveness of District Nursing services.

3.4.3 Communicate effectively, and present cogent arguments and ideas through the use of highly developed interpersonal skills and articulate and present arguments and ideas in appropriate formats

3.4.4 Develop autonomy as a learner and reflective practitioner, who is self-aware, employs analysis, synthesis and enquiry, engages in personal professional development and supports others in their professional development.

In the wider context of health and social care, the educational programme aims to prepare students to work confidently both as independent practitioners and collaboratively as members of interdisciplinary and interagency teams. In this respect, the programme embraces a core inter-professional learning agenda that sets out to maximise students' understanding of the different roles and functions of members of other professions. The aim is to enable team members to respect and relate effectively to each other and coordinate their efforts to deliver high quality services across health and social care systems. Service users and carers also contribute to this learning agenda so enabling students to gain valuable insights into experiences of disability and service provision at first hand. The programme is founded on a philosophy of person-centredness, a unique relationship that recognises the worth of individuals in the therapeutic relationship and where the concerns and lived experiences of individuals are acknowledged and respected. The relationship demands not only mutual respect but also partnership and collaboration in the process of identifying and addressing needs. It is perceived as an active, dynamic relationship that allows for informed decision-making within either a flexible or structured context, as appropriate to the individual.

An integrated educational approach, which recognises the relative merits of learning in both academic and work environments, allows students incrementally to build their confidence and competence in both theoretical and practical aspects of practice. Students are enabled to develop skills of reflective, person-centred practice, artistry in practice and the sound use of professional judgment in support of best practice. Learning and teaching strategies serve to enhance students' ability to engage with different modes of learning and encourage continuity in the process of life-long learning. Skills of evaluation and inquiry equip students to be active in research in order to further develop their practice. Confidence in using information technology enables students to engage widely in developments in education, research and practice.

2.2 Contact Information

Faculty	Health and Wellbeing & Life Sciences
Department	Nursing and Midwifery
Postal Address	Collegiate Crescent Campus, Sheffield, S10 2BP
RWB Helpdesk (Reception / Assignment submission)	Robert Winston Building (RWB), 13-15 Broomhall Rd, Collegiate Campus, Sheffield, S10 2BP
	T: 0114 225 5564
Course Administrators email	NursingandMidwifery@shu.ac.uk
Student absence form link	Student Absence Form
	HWB SSA team
Student Support Services	Unihub

Student Support Advisors

email: HallamHelp@shu.ac.uk

<https://www.shu.ac.uk/myhallam/help-and-support>

or Tel 0114 225 2222

Course Teaching Team

Course Leader

Job Share

Abi White MSc Health Care Ed, BA
(Hons), CSP, RN, DN, Community Nurse
Prescriber

Q301 Parkholme

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Course Leader

Job Share

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Lecturer

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Senior Lecturer

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T: (0114) 225 6099

E: j.warvell@shu.ac.uk

Senior Lecturer

Lisa Paduch RGN; RSN (BA Hons) MSc Health Care Ed; Community Nurse Prescriber

Mundella House, 34 Collegiate Crescent

T: (0114) 225 2228

E: l.paduch@shu.ac.uk

Senior Lecturer

Pat Day MSc Health Care Ed, BA (Hons), B. Med Sci (Hons), PGCE, RGN, FPN, Adv. Dip. CBT

M208 Mundella House

T: (0114) 225 2433

E: p.day@shu.ac.uk

How do I contact members of staff?



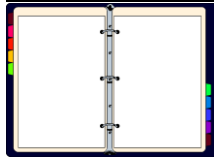
E-Mail

All members of staff are contactable via e-mail. *Please email you're your student email account.* Details of addresses are found on the module sites (Shuspace) and in the **Introducing the Course Team** section. There is also an email directory on shuspace on the IT Services site. Team members aim to respond within 5 working days, unless a longer period is indicated by an 'out-of-office' message.

Phone

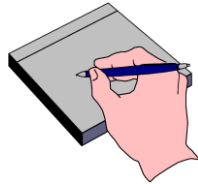
All members of staff are available via telephone and have voice mail for messages. Please refer to the **Introducing the Course Team** for a list of telephone extensions.

Main Reception Robert Winston Building The main reception is in the Robert Winston Building (RWB), 11-15 Broomhall Road, Sheffield, S10 2BP. RWB Reception Telephone: (0114) 225 5564



Reporting Absence

If you are reporting an absence (authorized/unauthorized/sick) Please follow this link [Student Absence Form](#)



Submitting Course work or General enquiries

Course work will be submitted online via shuspace.

RWB Helpdesk details for general enquiries: Tel: (0114) 225 5564

How will staff contact me?



Shuspace Announcement

Shuspace is used to communicate information of pertinence to your modules or the course. There is a module site for each of the modules in addition to a course site. Changes to lecture times or rooms are most likely to be posted on Shuspace, so it is **your responsibility** to check the site regularly.

Communication with the Student Support Team

Student Support Advisers

You are allocated your own Student Support Adviser (SSA) to offer you support and guidance on a variety of topics related to your course or personal wellbeing. If you need help, you can go to any Hallam Help Point and attend the Student Support Adviser drop-in which runs every day between 9:30-12:30 and 1:30-3:30 in Owen Building (Level 5) and Collegiate Library. Note: you may not see your named SSA at a drop-in. If you wish to make an appointment with your named SSA, you can do this by [booking on UniHub](#) or at any Hallam Help Point.

There are 11 Hallam Help points across [the University](#) (at collegiate there are three - based in the Library, heart of the campus and Robert Winston helpdesk) who will support their query. Hallam Help have access to services across the University such as Disabled Student Support and Wellbeing services and Student Funding.

Acad Week	Week Commencing	Activity	Monday	Tuesday	Wednesday	Thursday	Friday	NOTES
8	Semester 1 18-Sep	Uni	Induction SHU Fund 1	Induction SHU (inc IT) Fund 2	Fund 3		Independent guided study	Practice Induction
9	25-Sep		IPE	IPE				
10	02-Oct	Practice	Rx1	Research				
11	09-Oct		Fund 4	Fund 5*			**	**PA/PS Liaison Day 1 * Fund Tutorial 4-6pm
12	16-Oct		Rx2	Research				
13	23-Oct		Rx3					
14	30-Oct		FUND 6					
15	06-Nov		Rx4	Research				
16	13-Nov		Rx5					
17	20-Nov		Rx6	Research				
18	27-Nov		FUND 7	FUND 8 *				* Fundamentals Tutorial 4-6pm
19	04-Dec				*			* Fundamentals Case study
20	11-Dec	Study			*			*Researching for practice
21	18-Dec	Practice			*		**	* PAD 1 *Mock Prescribing exam tbc
22	25-Dec	AL						
23	01-Jan	AL						
24	08-Jan	Study			*		**	*Prescribing exam tbc ** Prescribing portfolio
25	15-Jan	Practice		*				*IPE Service Improvement
26	22-Jan	Practice						
27	Semester 2 29-Jan		Adv 1	Adv 2				
28	05-Feb		LTC 1	Adv 3 *				* Adv Tutorial 4-6pm
29	12-Feb		CTNL DAY 1	LTC 2				
30	19-Feb		Adv 4 *	LTC 3	DAB			
31	26-Feb		CTNL Formative Ass (DL) 13.00-17.00	LTC 4 *				*LTC Tutorial 4-6pm
32	04-Mar	Study						
33	11-Mar		CTNL DAY 2	LTC 5				
34	18-Mar		LTC 6*	Adv5				*LTC Tutorial 4-6pm
35	25-Mar	AL						
36	01-Apr	AL						
37	08-Apr		CTNL Formative Ass (DL) 13.00-17.00	Adv 6 *				*Adv Tutorial 4-6pm
38	15-Apr		CTNL DAY3					
39	22-Apr					*		* Adv HNA
40	29-Apr		CTNL Day 4 Formative Ass 09.00-17.00	*		**	*** ****	*LTC Lit Rev ** LTC Pres upload *** LTC presentations ****(PS / PA Liaison Day)
41	06-May	Practice				*		*PAD Sem 2
42	Semester 3 13-May	Study				*		*ECTL
43	20-May	AP						
44	27-May	CP1						
45	03-Jun	CP2				*		PAD hand in electronic
46	10-Jun	CP3						
47	17-Jun	CP4						
48	24-Jun	CP5			DAB			
49	01-Jul	CP6					Uni Final Day	
50	08-Jul	CP7						
51	15-Jul	CP8				*		e-maintain competence
Academic Days = 100 ; Practice = 100 days; Holidays = 20 days								
THEORY			Scheduled teaching learning activities			Practice		Holiday
THEORY			Independent guided study					

2.4 Course Timetable

Modules (2023-2024)	Module Leader	Credits	Semester Delivery
1. Fundamentals of District Nursing	Angela Thompson	15	1
2. Advancing District Nursing Practice	Abi White	30	2 & 3
3. The Enhanced Critically Thinking Nurse Leader	Anita McCrum	15	2
4. Evidence Based Approaches to Long Term Conditions	Julie Marshall	15	2
5. Nurse Prescribing	Jenny Warvell	15	1
6. Research Methods for Practice	Leisa Anderton	15	1
7. Enhancing Quality of Services through Effective Collaborative Practice	Deanna Taylor	15	1

2.5 Course Outline & Module Structure

This course embraces the principles of integrated working and delivers education through multi-disciplinary approaches. The distinct principles of District Nursing practice will also be gained through the practice learning experience. You will also be supported by discipline specific seminars and tutorials by District Nursing Lecturers.

This course leads to the academic award of Pg Dip Specialist Practice District Nursing qualification and the related professional outcomes (Specialist Practice

and Community Practitioner Nurse Prescribing) recordable on the NMC register. The programme is 44 weeks (of which 40 are programmed weeks). The programme is structured to offer a flexible, educational opportunity that covers both core theoretical components in primary care / specialist practice nursing and practice alongside peers from community and primary care settings.

The Standards of Proficiency for Specialist Practice District Nursing state the programme of preparation must be made up of 50% theory and 50% practice. The programme is structured to reflect that important balance with the practice elements either in the form of designated practice days or 'work-based learning'. Consolidated practice at the end of the programme will enable you to practice independently whilst remaining under the supervision of a practice supervisor. Alternative practice experiences will occur throughout the programme as identified by you and your practice assessor to meet identified learning outcomes.

The theoretical elements of the programme involve blended learning approaches including self-directed study days. The practice elements are either in the form of designated practice days or 'work-based learning'. Further theoretical elements / learning support will be provided in the practice areas.

Progression in relation to achieving the learning outcomes can be measured at specific points within the course. For example, for the full-time course, successful completion of the Semester 1 modules, and sign-off of the practice learning outcomes (Fundamentals of District Nursing) and Professional Values and Attitudes proforma (in the Practice Assessment Document) enables students to progress to Semester 2. In the instance of referral (either in an exam, course work or practice learning outcomes), students will have one opportunity to reattempt failed outcomes within a designated timeframe (usually 4 weeks).

The next point is at the end of Semester 2, where successful completion of the Semester 2 Modules, and the Semester 2 practice learning outcomes (Advancing District Nursing Practice) and professional values and attitudes proforma (in the practice assessment document); along with sign-off of any outcomes carried over from Semester 1, enables students to progress to semester 3. A consecutive block of practice placement is required by the NMC for consolidated placement.

To complete the course and gain academic credit as well as qualify for the Professional qualification, you will be required to complete all the specified core

modules and achieve all the practice learning outcomes (evidenced in the practice assessment document).

If you leave the Specialist Practice District Nursing course prior to completing these, they will either be awarded academic credit for CPD or, if you have accrued sufficient credit (60 credits), be awarded with the Post graduate certificate in Community Practice. But will not be eligible for the recordable qualification- Specialist Practice District Nurse.

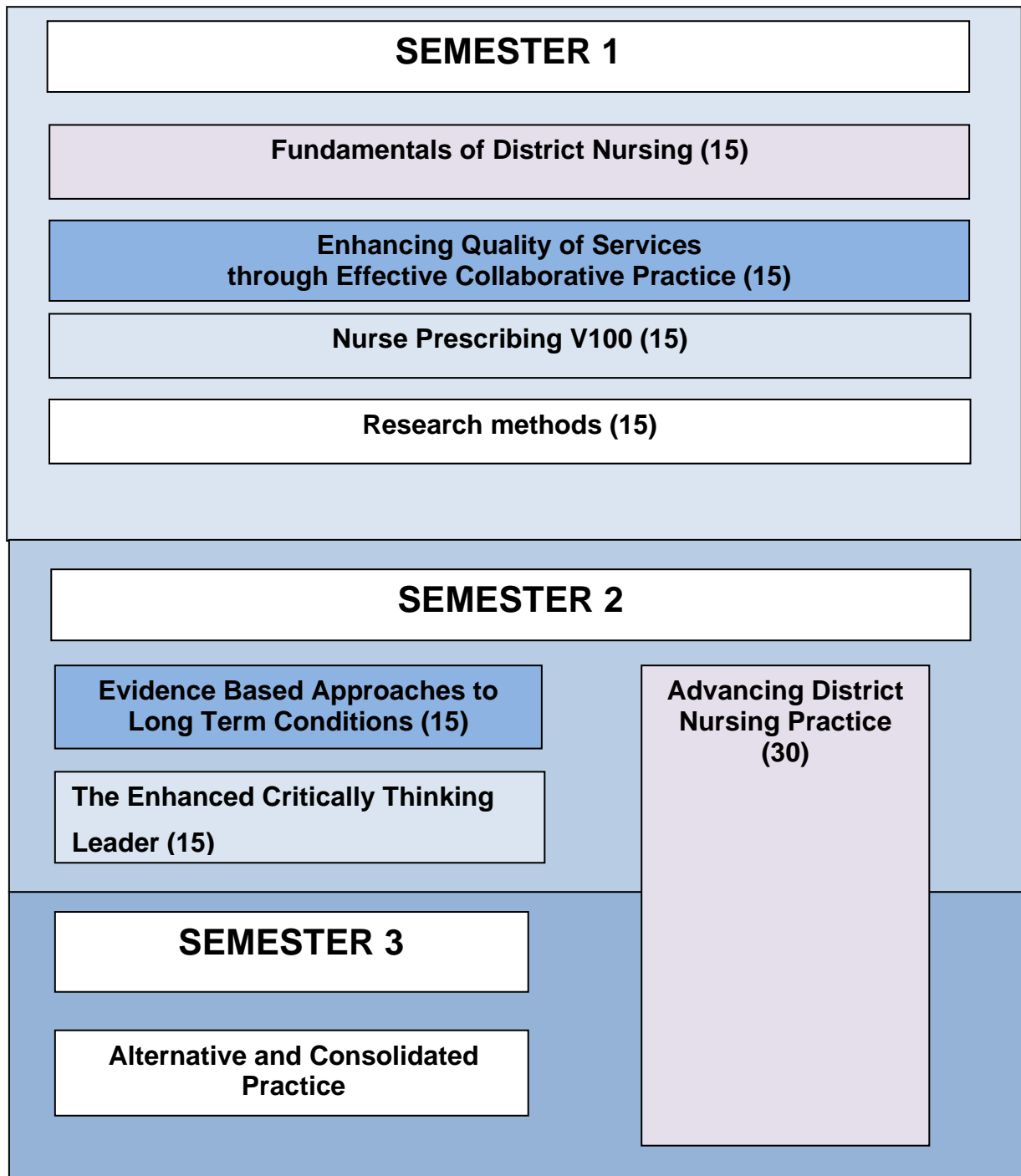
Because the Nurse Prescribing (V100) module is an integral part of the Specialist practice course, students not completing the course will be unable (as per NMC regulations) to upload the prescribing qualification to the NMC and will therefore be unable to prescribe.

Nurses undertaking preparation as a Community Practitioner Nurse Prescriber (V100) as part of the Specialist Practice District Nursing Course must record the full Specialist Practice District Nursing programme of preparation within 5 years of the identified start of the course; in a case where a student interrupts their Specialist Practice District Nursing studies the Course providers must ensure that the students' knowledge and skills remain valid to enable them to achieve the proficiencies set by the NMC, and if necessary repeat some or all, of the prescribing preparation and assessment.

For the exit award, Pg Dip you will be required to complete all the specified core modules. If you exit the programme prior to completing these, you will be awarded academic credit for CPD.

In summary, the Specialist Practice District Nursing Pg Dip course is a post registration programme in which;

- Students are engaged in a combination of University-based and practice learning for a total of 44 weeks full time.
- The balance between practice and theory in the programme is 50% practice and 50% theory across the whole programme, 100% attendance is required.
- Practice placements occur as a combination of block and regular day placements. Alternative practice experiences are negotiated with the student's practice assessor and would normally be spent in a different placement or organisational setting. This culminates in a consolidation block of practice lasting 8 weeks at the end of the programme.
- University-based modules deliver 15 credits each according to the amount of prescribed learning they contain
- University-based and practice learning experiences are effectively combined in order to achieve the learning outcomes for the programme as a whole.
- Students will be assigned to a practice assessor and practice supervisor within the health organisation



2.6 Opportunities for work-based learning

The Role of Practice Assessor / Practice Supervisor (Practice assessors are not simultaneously the practice supervisor and academic assessor for the same student (NMC 2018))

Practice assessors (PA)/ practice supervisors (PS), are practice colleagues whose role is to promote, support and assess learning in practice placement settings.

They will take responsibility for;

- auditing the placement area (together with the academic assessor) prior to student placement to ensure learning opportunities are available, the placement is suitable and identified risks have been appropriately managed (PS & PA)
- ensuring that students have opportunities to achieve the learning outcomes prescribed for the practice-learning module. By negotiating resources to fulfill the learning outcomes from the practice supervisors caseload and practice environment to provide evidence of learning (PA & PS)
- monitoring the progress of students and establishing priorities based on formative assessments of student learning (PA)
- assessment of practice through negotiation with the students to provide suitable activities, enabling the student to provide the evidence of proficiency through verbal, written material or observation of practice. (PA)
- verification and validation of evidence of proficient practice throughout the programme and recording this within the Practice Assessment Document (PA)
- management of students' learning environment, within a student-centred philosophy of learning to provide personalised student support, building on existing knowledge and skills to gain further proficiency (PS)
- provision of pastoral support for the student whilst in practice placement (PA & PS)
- identification of changes or emerging issues within the placement learning environment that may be affecting student learning. (PA & PS)
- communicating effectively with the student and lecture staff (PA & PS)
- documentation of learning activities (PS)
- continuing professional update in relation to the skills required for the practice assessor/practice supervisor role

Practice Supervisors;

Practice supervisors are colleagues who act as role models for safe and effective practice and support learning in line with their code of conduct and scope of practice, to enable the student to meet their proficiencies and programme outcomes. They support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills. They have current knowledge and experience of the area in which they are providing support, supervision and feedback, and they receive ongoing support to participate in the practice learning of students (NMC 2018).

Practice supervisors will have understanding of the proficiencies and programme outcomes they are supporting students to achieve. Initially they are prepared in their employing organisation, for their role, through transition to supervisor workshops. They will receive ongoing support to prepare, reflect and develop for effective supervision and contribution to, student learning and assessment, through attendance at liaison days facilitated by programme academic assessors.

Practice supervisors who have previously fulfilled the NMC requirements to become a mentor, (NMC, 2008), with some transition support will adopt the role of practice a supervisor, (NMC, 2018).

Practice supervisors contribute to the student's assessment, progression and record of achievement, by periodically recording relevant observations on the conduct, proficiency and achievement of the students they are supervising. They contribute to student assessments to inform decisions for progression. Practice supervisors have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising, they are expected to appropriately raise and respond to student conduct and competence concerns and are supported in doing so. (NMC, 2018)

Practice Assessors;

Practice assessors conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning. Assessment decisions by practice assessors are informed by feedback sought and received from practice supervisors. Practice assessors make and record objective, evidenced-based assessments on conduct, proficiency and achievement, drawing on student records, direct observations, student self-reflection, and other resources. They maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing. A nominated practice assessor will work in partnership with the nominated academic assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies. There are sufficient opportunities for the practice assessor to periodically observe the student across environments in order to inform decisions for assessment and

progression. There are sufficient opportunities for the practice assessor to gather and coordinate feedback from practice supervisors, any other practice assessors, and relevant people, in order to be assured about their decisions for assessment and progression. Practice assessors have an understanding of the student's learning and achievement in theory. Communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression. (NMC 2018).

Practice assessors will have an understanding of the proficiencies and programme outcomes that the student they assess is aiming to achieve. They are prepared in their employing organisation, for their role, through three-day transition to practice assessor workshops. They will have undertaken preparation or have evidence of prior learning and experience that enables them to demonstrate achievement of the following minimum outcomes for practice assessors, (NMC 2018). These include interpersonal communication skills, relevant to student learning and assessment and the ability to conduct objective, evidence-based assessments of students. They will provide constructive feedback to facilitate professional development in others and have knowledge of the assessment process and their role within it. They will receive ongoing support and training to reflect and develop in their role to enable them to proactively develop their professional practice and knowledge in order to fulfil their role.

Practice assessors who have previously fulfilled the NMC requirements to become practice teacher, (NMC, 2008), with some transition support will adopt the role of practice assessor, (NMC, 2018).

- **Practice Assessment Documentation (PAD)**

It is your responsibility to keep copies of Practice Assessment documents, provide them for inspection when requested (Practice assessor/academic assessor). They remain the property of the university. You may keep a copy for your own professional development upon completion of the course.

You must ensure the university has an electronic copy and a hard copy of your PAD, upon completion of the course.

The PAD is the property of the University and you are required to provide the PAD for review on request from the University, NHS Trust, placement provider or NMC.

Practice Placement Audit:

All placements are audited every 2 years as an integral part of the audit process; the University supports the maintenance of the Trust's / employing organisation practice teacher Live Register. This includes all individuals who have responsibility for student learning. It is inclusive in order to ensure that the register of practice teachers remains accurate and that all practice teachers are familiar with the programme requirements for practice placements. Student placements are provided by the Trusts / employing organisation. Academic assessors within the community nursing team have well established quality assurance processes that ensure the placement learning environment is both appropriate and of a high quality for students, and this is maintained through close working relationships with managers and the completion of the University audit.

In addition to the people with specific responsibilities for supporting learning there are processes designed to assure and enhance learning. The University is responsible to its students for the quality and standards of its academic provision, the Quality Framework is fully embedded and externally assured. For this reason, they are not included in this document. It is however relevant to provide a description of the following four processes which are not encompassed within the Quality Framework

Identifying and Supporting 'At Risk' Students

'At risk' students are those whose attendance, lack of progression in practice, commitment and/or academic work gives lecturers and practice assessors & practice supervisors cause for concern. They will be identified by reference to:

- attendance registers
- the outcomes of formative and summative assessment
- reports of attendance on and commitment to practice learning
- commitment to learning activities
- professional behavior and attitudes

Recognising the demands of this programme of training it is particularly important that systems are in place to identify and support students who are deemed to be at risk. The academic assessor will liaise with the student to discuss the course team's concerns, establish any underlying causes and agree a potential support strategy. A detailed action plan will be written up and signed by student, academic assessor, Practice assessor & supervisor (as appropriate). The Course leader will agree the support strategy. A student's performance will then be monitored, with clear measurable action points, detailed 'Action Plan' within the PAD - until such time as staff are sure that the student is no longer at risk. Both hard copy and electronic copy of all correspondence will be held by the university and the NHS employer.

The PAD is the property of the University and you are required to provide the PAD for review on request from the University, NHS Trust, placement provider or NMC.

2.7 Learning Resources

SHEFFIELD HALLAM (SHU) SUPPORT ARRANGEMENTS

(Including Academic Assessors, Practice Assessors, Practice Supervisors, Student support and welfare, Disabilities Support and the Learning centre)

All students on the Specialist Practice District Nursing course will be allocated an academic assessor for the duration of the course. The academic assessor along with the module leader/team will support you with your course work and provide formative feedback. You will also have a practice-based practice assessor/ practice supervisor and an 'academic assessor' for practice-based learning. Full details of their role/remit are in your Practice Based Module handbook and in SHUspace.

Supporting Students at SHU - Services we provide for students:

- Student advice and information
- Student financial support
- International student support

- Student wellbeing (includes individual counselling and the Multifaith Chaplaincy)
- Disabled student support
- Sheffield Regional Assessment Centre
- Careers and employment

To find out what we offer and how we might be able to work together please click on the link: <https://www.shu.ac.uk/current-students/student-support>

Disability Student Support –roles and contact details

Sheffield Hallam University 'Disability Student Support Services' provide information, advice and support for all students with disabilities and long-term health conditions. Information about this service is available via the universities [Disability Support](#)

Students undertaking the Specialist Practice District Nursing Course spend 50% of their time in practice area: Should placement staff require advice or information to help facilitate the placement learning experience for a student with a disability they should contact their academic assessor in the first instance.

Further guidance and support may then be sought from the Disability Co-coordinators. The Disability Co-coordinator is:

Sara Morris Docker

Senior Lecturer (Nursing)

Tel: 01142252257

s.morris-docker@shu.ac.uk

Disclosing a disability or long-term health condition

In order for the university and placement partners to provide appropriate support we vigorously encourage the student to disclose and give the student written guidelines about this. The decision to disclose or not is a personal decision made by the student; however, disclosure allows adjustments to be made enabling the student to fulfil their potential.

Supporting Students with Disabilities or Other Educational Needs

The University offers extensive support for students with disabilities or other specific educational needs. The needs of individual students are discussed with an assessor from the Disabled Student Support Team, who will then recommend an appropriate support strategy. A Learning Contract is then drawn up and

discussed (as appropriate) with members of the administrative team, the course leader/lecturers and relevant teaching staff/ NHS placement provider

Please note: Important Data Protection Notice – Accessing Learning Contracts

In order to comply with the Equality Act it is important that staff who are directly involved in teaching and supporting students with learning contracts do access the Learning Contracts in order to provide appropriate reasonable adjustments to meet the entitlements of disabled students. The Data Protection Act does not prevent staff from accessing the Learning Contracts in order to carry out their duties. However, staff must only access learning contracts on a need-to-know basis.

Support - Useful information

One of the most common disabilities is dyslexia and the Disability Co-ordinators use the Royal College of Nursing (RCN) toolkit for dyslexia, dyspraxia and dyscalculia to assist in identifying practical strategies and tips to help whilst in clinical practice. This useful document can be accessed via the [RCN website](#).

Disability student support team are dedicated to giving students the support needed to ensure you have a positive experience at Sheffield Hallam

Services on offer

- disability-specialist advice and guidance appointments
- specialist induction events
- support with applications for Disabled Students' Allowances and carry out study needs assessments at the Sheffield Regional Assessment Centre
- individual packages of support through learning contracts
- psychological assessments and support for students with specific learning difficulties
- information and training on assistive technology
- in-house support worker services

Contact: Disabled Student SupportStudent and Learning Services [Disability Info](#)

Level 5, Owen Building, City Campus, Sheffield Hallam University

Sheffield, S1 1WB

Telephone: 0114 225 3964 Fax: 0114 225 2161

E-mail: disability-support@shu.ac.uk

SHU student support services	Contact
Help with setting up a learning contract: Students with disabilities/ learning difficulties are to contact the Disabled Student Support Team. They will then set up a Learning Contract for these students.	They can be contacted on disability-support@shu.ac.uk or 0114 225 3964 (10am-12pm, 1-3pm).
Student Financial Support-	sfs@shu.ac.uk and 0114 225 2184
Careers and Employment-	careers@shu.ac.uk and 0114 225 3940
Student Advice and Information –	guidance@shu.ac.uk and 0114 225 3813/2491
Learning Centre and IT help	T: 0114 225 3333
Library Gateway	http://library.shu.ac.uk/

Additional Support**(i) Learning and information services**

An Information Specialist works closely with the Faculty of Health and Wellbeing and acts as the main link with faculty staff. She is supported in this work by a team of information advisers with a link adviser, responsible for supporting Specialist Practice-DN lecturers and students.

Library Gateway available here: <http://library.shu.ac.uk/>

An example of the Electronic Resources available

The department subscribes to an extensive range of electronic services, providing both abstracting and full text information. A selected list of key resources is given below. All are accessible on and off campus and students can link directly to articles from any subscribed e journal.

Database	Subject coverage
Medline	Provides access to over 4 million citations and abstracts on biomedical journal literature
Cinahl	Indexes journals in nursing, biomedicine, health sciences and 17 allied health disciplines. From 1937.
Applied Social Sciences Index and Abstracts (ASSIA)	An indexing and abstracting tool covering health, social sciences, psychology etc. From 1987.
The Cochrane Library	A regularly updated collection of evidence-based medicine databases including The Cochrane Database of Systematic Reviews
Health Source Nursing	A collection of over 550 scholarly full text journals focusing on many medical disciplines plus abstracts and indexing for another 850 journals. From 1975.
ISI Web of Knowledge	Access to three major databases supplied by the Institute for Scientific Information (ISI) covering scientific and technical information, social sciences, arts and humanities.

Other relevant resources include image databases, news sources and access to professional body web sites.

(ii) Additional support - Student union

The Advice Centre at the Students' Union can give advice on a range of issues.

Separate to the University, they have their own website:

Their email is advicecentre@shu.ac.uk and their telephone number is 0114 225 4148

The Learning Centres - The Learning Centres combine traditional library facilities and materials with high quality computing and multimedia resources. The flexible learning environments cater for different student study needs including students with disabilities.

Information literacy

One of the Learning and Information Services (L3S) team's key objectives is to work with students to develop information literacy skills which will equip all our students for success in both academic and professional contexts. All students receive an L3S induction and are offered further sessions at different stages in the course (e.g., finding and using evidence, critical appraisal, referencing). All sessions are developed to suit the needs and level and mode of study of the group in consultation with course and module leaders and are embedded within the course structures. The sessions are evaluated positively and updated regularly. In addition, students can arrange an individual appointment with an adviser for help with individual learner needs. In addition to these face-to-face sessions, students use a range of electronic learning materials and tutorials developed by the L3S team to support the development of their literature searching and research skills, when working on larger pieces of work such as a literature search or research proposal.

The Virtual Learning Environment (VLE)

The course has a dedicated Blackboard site allowing access for all students and forming the basis of the VLE. This medium is used to support and enhance face to face and independent learning. Each module also has an individual Blackboard

site, where a wealth of individual module information, module resources, student support, reading lists, links to appropriate electronic journals, articles and e books, websites and guidance re assessment are available. This list is not exhaustive as other methods of support are constantly being devised such as wikis and blogs. Guidance in the use of VLEs will be provided from Induction onwards.

Blackboard will facilitate group learning, as students will be encouraged to engage with e-based group discussions and activities with peers. It has a number of benefits for learners including the readily available access to learning materials at a time that is convenient.

A systematic literature review found that there are barriers to e-learning and that these barriers can be challenged with the support of librarians (Childs et al, 2005). The authors argue that learners often lack the appropriate skills for e-learning for example in training needs assessment, IT skills, study and organisational skills, e-learning methodology, critical evaluation and internet searching. Our approach to facilitating learners to access the VLE and e-learning is to work in partnership with our learning centre colleagues in the planning and delivery of a range of sessions that enable effective access to the VLE. Our learning centre colleagues provide information on literacy skills training and provide learning materials to enable access to e-learning. Some of the learning materials are developed in the form of 'learning objects' which help to provide a virtual learning platform to develop basic skills in information literacy. Our learning centre staff also facilitates learning sessions on effective literature searching, referencing and the use of refworks.

In summary, learning and teaching will be supported utilising a combination of peer and tutor and learning centre support, materials presented on Blackboard and search and research ability will be supported by key learning resources made available by our learning centre colleagues.

You will have been issued with a login account at the time of enrolment. Shuspace is your personalised online environment. It is your route to all the information and services that the University provides for students, including:

- Access to key systems including email, your online learning module sites, My Student Record and timetables.
- Support services and resources to help with your academic work, like the Library Catalogue, LitSearch, reading lists and help with your information skills.
- A Faculty site which provides contact information and news from Health and Wellbeing, as well as information relating to courses & modules, results, and placements.
- Additional functionality means you can select and add to the interface to suit the way you want to work, including RSS feeds, a personal calendar, dictionary etc.

2.8 Course specific information

NMC Standards of Proficiencies and Award

The course enables you to fulfil the requirements for Specialist practice as defined by the NMC standards for specialist education and practice (NMC 2001).

Successful completion of the course leads to the academic award of Pg Dip Specialist Practice District Nursing and the related professional outcomes (Specialist Practice and Community Practitioner Nurse Prescriber) recordable on the NMC register. **Figure 1 below outlines the NMC Standards of Proficiencies**

Access the standards here: - <http://www.nmc-uk.org/Publications/Standards/>

The Pg Dip Specialist Practice District Nursing is awarded after passing all the assessments in the modules identified in the table below.

(Fig 1) NMC STANDARDS OF PROFICIENCY (SHU, SPDN course)

Outcomes to be achieved	To be achieved in:
DOMAIN: CLINICAL NURSING PRACTICE	
13.1 / 11.1 / 28.1 Assess the health and health related needs of patients, clients, and their families and other carers and identify and initiate appropriate steps for effective care for individuals, groups, and communities	Semester 1
13.2 Plan, provide and evaluate skilled nursing care in differing environments with varied resources.	Semester 1
13.3 Support informal carers in a partnership for the giving of care	Semester 1
13.4 Assess and manage care needs in a range of settings. These are complex activities, which call for, informed judgment to distinguish between health and social needs	Semester 1
13.5 / 11.16 Provide counseling and psychological support for individuals and their carers	Semester 1
13.6 / 11.5 Facilitate learning in relation to identified health needs for patients, clients, and their carers	Semester 2
13.7 Prescribe from a nursing formulary, where the legislation permits	Practice
13.8 / 11.7 Act independently within a multi-disciplinary/multi-agency context	Alternative practice
13.9 / 11.4 Support and empower patients, clients, and their carers to influence and use available services, information, and skills to the full and to participate in decisions concerning their care.	Semester 1
11.2 Set, implement and evaluate standards and criteria of nursing intervention by planning and providing and evaluating specialist clinical nursing care across a range of care provision to meet the health needs of individuals and groups requiring specialist nursing	Consolidated practice
11.3 assess and manage critical and clinical events to ensure safe and effective care	Consolidated practice
28.2 Assess, diagnose, and treat specific diseases in accordance with agreed nursing/medical protocols.	Semester 2
28.3 Assess, plan, provide and evaluate specialist clinical nursing care to meet care needs of individual patients in their own homes.	Semester 1
DOMAIN: CARE AND PROGRAMME MANAGEMENT	
13.10 Advise on the range of services available to assist with care at local, regional, and national level	Alternative practice
13.11/11.11 Recognize ethical and legal issues, which have implications for nursing practice and take appropriate action.	Semester 1
13.12 Identify the social, political, and economic factors, which influence patient/client care and impact on health.	Semester 1
	Semester 1

13.13 Stimulate an awareness of health and care needs at both individual and structural levels	
13.14 Identify and select from a range of health and social agencies, those which will assist and improve the care of individuals, groups, and communities.	Alternative practice
13.15 Search out and identify evolving health care needs and situations hazardous to health and take appropriate action.	Consolidated practice
13.16/11.10 Initiate and contribute to strategies designed to promote and improve health and prevent disease in individuals, groups, and communities.	Semester 2
13.17 Empower people to take appropriate action to influence health policies	Consolidated practice
13.18 Provide accurate and rigorously collated health data to employing authorities and purchasers through health profiles in order to inform health policies.	Semester 2
11.9 supervise and manage clinical practice to ensure safe and effective holistic research-based care	Semester 2
28.4 Contribute to strategies designed to promote and improve health and prevent disease in individuals and groups	Semester 2
28.5 Manage programs of care for patients with chronic disease.	Semester 2
28.6 Play a key role in care management as appropriate.	Semester 2
DOMAIN: CLINICAL PRACTICE DEVELOPMENT	
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	Consolidated practice
11.18 explore and implement strategies for quality assurance and quality audit. Determine criteria against which they should be judged, how success might be measured and who should measure success	Consolidated practice
11.16 / 13.23 Initiate and lead practice developments to enhance the nursing contribution and quality of care.	Consolidated practice
11.17 / 13.24 Identify, apply, and disseminate research findings relating to specialist nursing practice.	Semester 2
13.25 Undertake audit review and appropriate quality assurance activities.	Consolidated practice
11.15/13.26 Create an environment, in which clinical practice development is fostered, evaluated, and disseminated.	Semester 2
13.27 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.	Consolidated practice
DOMAIN: CLINICAL PRACTICE LEADERSHIP	
13.19 Act as a source of expert advice in clinical nursing practice to the primary health care team and others	Semester 2

11.12 / 13.20 Lead and clinically direct the professional team to ensure the implementation and monitoring of quality assured standards of care by effective and efficient management of finite resources	Consolidated practice
11.13 / 13.21 Identify individual potential in registered nurses and specialist practitioners, through effective appraisal systems.	Consolidated practice
11.14 / 13.22 Ensure effective learning experiences and opportunity to achieve learning outcomes for students through preceptorship, mentorship, counseling, clinical supervision, and provision of an educational environment.	Consolidated practice

Content of education for common core
12.1 Health promotion, health education and health need identification
12.2 Biological, behavioural, sociological and environmental studies
12.3 Nature and causation of disease and/or conditions and their physical, emotional and social consequences
12.4 Advanced pharmacological studies and nurse prescribing from a nursing formulary, where the legislation permits
12.5 Diagnostic, therapeutic, resuscitative and technological procedures and techniques
12.6 Ethics of professional practice and relevant literature/legislation
12.7 Problem solving and decision making
12.8 Preventative strategies and intervention techniques for abuse and violence
12.9 Negotiation and person-effectiveness skills
12.10 Counselling, support, communication and related therapeutic techniques
12.11 Quality assurance - evaluation of standards and outcomes of clinical nursing care
12.12 Leadership, management and resource management skills
12.13 Health economics and policy;
12.14 Research methodology and implications for practice;
12.15 Appreciation of information technology and its application to practice:
12.16 Approaches to education and teaching skills and

12.17 Clinical supervision of practice, peer review and peer assessment techniques.

Standards of Proficiency Nurse and Midwife prescribing (NMC 2018)

[NMC Standards for Prescribing 2018](#)

As part of our commitment to inter-professional learning and in recognition of the emphasis now being placed on adopting interdisciplinary approaches to prescribing proficiency, we have decided that in future all NMC approved prescribing programmes must deliver outcomes which meet the Royal Pharmaceutical Society's Competency framework for all prescribers (RPS 2016).

See Link below:

[A Competency Framework for All Prescribers](#)

All modules must be passed.

Compensation for any of the assessment tasks is not allowed. The NMC state that students must complete all assessment criteria.

“Nurses.....must have achieved the outcomes for the specialist practitioner qualification in order to record the qualification” Standards for specialist education and practice (NMC 2001).

“Students must undertake and successfully complete all assessments”. (Standard 11 Standards of proficiency for nurse and midwife prescribers NMC 2006).

PROFESSIONAL BEHAVIOURS TO MEET NMC REQUIREMENTS Attendance requirements

The expectation is that student attendance will reflect their commitment to their intended profession. On this course attendance is expected to be 100%. It is therefore expected that the student will be in attendance unless they are prevented from doing so by illness or some other domestic or personal emergency. Students may only take holidays at times identified during the academic calendar. Formal records of attendance will be kept for both University-based and practice learning activities. Attendance is compulsory throughout the duration of the course. It is a requirement of the NMC that absences from the course are made up. It is therefore vital that your Course Leader is informed of any absences from University and / or placement. Attendance at lectures and seminars is expected unless you have negotiated exemptions with the relevant Module Leader. Absences due to sickness need to be supported with medical evidence in the normal way. Any personal problems that might affect attendance would be managed through the University extenuation processes.

If support is required, please contact the Specialist Practice District Nursing Course Leaders a.white@shu.ac.uk or a.thompson@shu.ac.uk or your academic advisor.

2.9 Support arrangements

As a Student, How do I seek help and advice?

The University expects students to treat their education as a partnership. It is the student's responsibility to consider any personal, academic, or professional difficulties or limitations which might affect their performance on the Programme. Students need to be proactive in seeking appropriate support from their practice assessors/practice supervisors and / or University tutors. Please refer to student support section above.

From the section '*Welcome and Introducing the Course Team*', you should be able to establish who to contact if you need help and advice. If you are in doubt, please contact the Course Leader. Academic assessors will initially meet students on induction and clarify with students who they should go for support for different issues. If the issue relates to the cohort or group, it is usually best for the student representatives to approach the member of staff concerned or to ensure it is discussed at the course committee meeting, if not before.

Academic Support on this course

Academic support is usually given by the relevant academic assessor and the module leader, although for some Modules such as Practice Learning, the Academic support is provided by your practice assessor in tandem with the academic assessor. Many module leaders allocate sessions for assignment support which may be appointment based or 'drop in' sessions. In addition to individual tutorials, module Leaders and academic assessors also normally offer 'small group' tutorials as requested.

- When seeking academic support for an assignment, students should come with questions prepared. These should be specific demonstrating that the student has done some preparatory work and is not asking for general

guidelines for the assignment which will have already been given to the whole group.

- Tutors do not normally read through essays (effectively marking them in advance) but will discuss problems the student is having related to the essay attempt. Formative feedback will be given on one draft per assignment (25% of the assignment word count).
- Some tutors / academic advisors may arrange 'drop in' tutorial support sessions at times when they know the students are free. It is preferable for students to go to these rather than arrange personal times.

- **Extension Requests for summative assessment :**

If you wish to request an extension to a summative assessment task, then you can request this via [My Student Record](#), under [Extenuating Circumstances - Request to Extend a Submission Deadline \(RESO\)](#) Once you have submitted it will be considered, and a decision along with length of extension if approved will be sent to you (**requests will be actioned in deadline order**).

You are advised to continue to working on the assessment up to the deadline (in case the extension reason cannot be approved)

- The Learning Centre offers a range of Drop-in sessions and will also offer individual (or preferably) small group tutorials as requested.

Making appointments

All members of staff are willing to make appointments to see a student or student representative. Students should make appointments with staff members by email or by telephone (or at the end of teaching sessions if this is acceptable to the tutor). Email and telephone requests for appointments will normally be responded to by the tutor within three working days. An exception to this is if a tutor is away from the University.

How can I get help if I need it?

If you have:

- a problem with your studies
- a disability which is affecting your studies
- a bereavement, illness or family crisis

You should contact:

- your Academic assessor / Academic Advisor
- Module Leader / Academic Assessor for Extensions / Extenuating circumstances
- the Course leader
- a member of the Disabled Student Support Team if needed - details are available via shuspace.

To find out what we offer and how we might be able to work together please click on the link: [Hallam Help](#)

Maintaining confidentiality: Remember that what you say will be in confidence wherever possible. In case your problem or disability affects your ability to meet professional requirements other members of the team have to be informed to ensure you and others can practice safely. Where possible your permission will be sought. If you refuse permission, there may still be instances where other members (Academic & NHS) have to be informed. You will always be notified of whom and for what reason other team member(s) have been informed.

Leaving the Course

Details on leaving the Course (including a temporary withdrawal) are available via [Shuspace](#). Please discuss with the Course leader / Academic Assessor prior to making a decision, so we can best support you.

The Role of the Course Leader

The Course leader has primary responsibility for the operation, management, and review of the learning process. In order to effectively undertake that role, they will liaise on a regular basis with the administrative and technical support team leaders, the academic assessors and module leaders, partner organisations. The course leader has overall responsibility for:

- the student experience, delivery, assessment, student feedback, review and evaluation, re-validation, checking the timetable, informal complaints, liaising with the External Examiner, appointing student representatives, the placement experience, admissions, induction and retention, and the examination schedule.

The Role of the Module Leader

The role of the module leader is to deliver the module according to the precepts laid down in the definitive document (validated by the NMC). The module leader has specific responsibility for

- module learning, teaching and assessment; providing a schedule of timetabled activities, with the room details, dates for specific sessions, submission dates for coursework, group allocations where appropriate (e.g., for presentations), tutorial groups, return of work target dates, assessment and reassessments details.

The Role of SHU Academic Assessors/ Academic Advisor

Academic lecturers are assigned to the role of *academic assessor* for a specified organisation / locality during periods of practice placement. The academic assessor takes responsibility for ensuring that practice-learning experiences are organised in a timely and effective manner with the NHS partners, and placement teams. The SHU academic assessor provides support for Practice assessor, particularly around aspects relating to assessment. The academic assessor is responsible for:

- auditing the placement area (together with the Practice assessor) prior to student placement to ensure learning opportunities are available, the placement is suitable and identified risks have been appropriately managed
- setting up tripartite meetings as required - communicating with practice colleagues re: the placement, student progression and assessment of students
- supporting and informing practice assessors/practice supervisors regarding their role in supporting and assessing student learning
- supporting practice assessors to help students in compiling their assessment work
- encouraging students to adopt a reflective, evidence-based approach
- reporting to the Course leader any student who is not achieving the outcomes of the assessment of practice learning.
- monitoring the progress of students in order to ensure successful study outcomes
- in association with the practice assessor, Course leader, devising a support strategy for any students deemed to be 'at risk'; setting up an action plan as required and recording this in the PAD
- providing pastoral support and/or advising students of additional support that is available within the University

3 How to get the most out of your course

3.1 Educational philosophy and framework

The philosophy and approach to learning and teaching for this Specialist Practice District Nursing course is informed by the Hallam Model which provides clear and distinctive principles, where learning is about acquiring knowledge and putting it into practice: knowledge applied, and reflects standards set by the NMC (NMC 2001).

We will provide an excellent and inclusive educational experience for students, by ensuring we respond to the needs of employers, professional regulatory standards (NMC), the changing higher educational landscape and student expectations.

The Hallam Model design principles for delivering teaching and learning mean students will have the opportunity to: -

- Engage with the world beyond the University
- Collaborate by learning with, from and alongside others
- Be challenged to think in new ways by engaging you with real problems and contemporary issues in a global context
- Thrive personally, culturally and professionally

Students undertaking the Specialist Practice District Nursing course are already registered practitioners with a range of transferable skills. This is recognised in the approach to learning and teaching which aims to:

- Systematically develop skills and capabilities of students through their transition into and engagement with the Specialist Practice District Nursing course
- Support and facilitate autonomous learning
- Engage with students as active learners rather than passive recipients of information.

- Enable students to become self-reliant, resilient and critical thinkers able to work effectively in complex, ever changing situations
- Foster collaboration between students, and their lecturers and practice assessor & practice supervisor to ensure that learning takes place in a diverse and vibrant learning community.
- Provide support and guidance for study skills, appropriate for postgraduate students.
- Use appropriate learning technologies that focus upon interaction and collaboration
- Provide students with a variety of opportunities, to develop and demonstrate advanced skills of critical thinking, problem solving, creativity and innovation, critical reflection of research, policy and experiential learning.
- Facilitate student achievement of module learning outcomes, by the provision of personalised, well designed learning activities, support and effective assessment and feedback strategies. Examples include personalised choice of topic areas in relation to assignments, supporting choice through the identification of individual learning needs
- Develop supporting guidance and resources to enable students with disabilities and those with learning challenges such as dyslexia to meet the NMC standards (2001).
- Ensure the learning experience enhances career prospects in community settings.

The principles for delivering teaching and learning also aim to ensure that students completing the Pg Dip Specialist Practice District Nursing course are fit for Specialist Practice as defined by the NMC standards (2001). Our academic community will be characterised by strong connections between teaching, research and professional practice supporting our students to develop as research informed practitioners and professionals.

Elements of delivery include:

- Learning through teaching - In person teaching
- Learning through working - Work-related learning
- Learning through independent study - Independent learning
- Learning by doing - Applied learning

The learning strategy will integrate experiential work-based learning and be strengthened by the process of reflection. University based learning will take the form of modules, each designed to focus on specific skill development and underpinning knowledge, but which collectively ensure competence to practice as a District Nurse. There is a strong inter-relationship between modules and you will be expected to use the learning from the various modules in an integrated way as you progress through the course.

Interactivity with lecturers, practice assessors, practice supervisors and peers, creating a dialogue rich environment and providing regular and timely feedback are key components of the overall strategy.

The predominant learning and teaching strategy for the Specialist Practice District Nursing course focuses on practice in the workplace. Students undertaking the Pg Dip Specialist Practice District Nursing will preferably have supernumerary status on placement, for the length of the course. Student competence to practice as a District Nurse will be further developed and fully assessed. Competence to practice will be guided and assessed by appropriately prepared practice assessors and practice supervisors. Students will also engage in self-assessment in order to learn to evaluate their own performance as a pre-requisite to independent and autonomous practice.

The approach to Assessment and Feedback within the course

The approach to assessment and feedback for this course is also informed by the University's Hallam Model and aims to:

- ensure that the assessment of student learning outcomes is based on clear criteria and focused on assessment for learning rather than a test of knowledge
- provide appropriate and timely feedback, which is balanced and coherent
- ensure that both assessment and feedback is effective and efficient within the context of different modes of learning

Assessment of learning informed by the University Framework for Feedback on Assessment (2012) will be via both informal (assessment for learning) and formal (assessment for grading) means. Each module has a discrete assessment package and students must achieve a pass to contribute to the award of Pg Dip. This will help to ensure that learning and development is seen as progressive, developmental and continuous and is not just evidenced by completion of an assessment for grading at the end of the module. Feedback is an integral feature of effective and efficient teaching and learning. Price et al (2010) argue that feedback is, "The most important part of the assessment process" as it enables learning by providing information that can be used to improve and enhance future performance. (Framework for Feedback on Assessment SHU 2012).

Feedback

Assessment tasks will be both formative and summative. Formative assessment activities support and facilitate learning but do not contribute to the final mark given for the module. Summative assessment tasks contribute to the final module and assess your learning against the module learning outcomes.

Informal feedback in various forms will occur at different points during module delivery. For example, in the practice placement, informal feedback could occur daily with more formal verbal feedback being given once a week. During the practice experience students will be required to assess their own performance as well as receiving ongoing ('continuous') feedback from their placement Practice supervisor and practice assessor. A structured intermediate interview, in each semester, to assess progression towards achievement of learning outcomes will occur. This also has a 'feed-forward' effect in that the feedback provided can be used to inform and enhance later stages of the learning process.

A summative assessment of practice learning is graded as a pass or fail. Students are required to achieve all practice-based competencies to be 'signed off' as safe and effective as well as meet an appropriate level of professional values and attitudes.

Students will meet the Specialist Practice District Nursing course outcomes through a mixture of practice-based assessment, examination, presentation, critical reflection, report, narrative, essay writing and mixed media methods. Examples of types of feedback include practice-based methods such as meetings, clinical reflection and progress reports (for example, placement assessment documents). Examples of feedback methods for academic work will include tutorials, and written feedback.

'Assessment for learning' will support student learning in the following ways:

- Provide a means of ongoing feedback that helps to capture and guide progress and development academically and professionally
- Rather than limiting assessment to a single assessment for grading task, they expose students to a range of learning opportunities and activities that are appropriate to the different learning outcomes.
- They will engage and motivate students, through regular and timely feedback that is still relevant to the topic being studied and received in time to feed forward into the subsequent activities. More specifically, the feedback encourages learning, rather than measuring failure; it seeks to correct errors and develop understanding through further explanation; generate more learning through suggestions for further study; and promotes the development of generic academic skills that can be fed forward into the final summative assessment.
- Learner autonomy is further promoted since the formative activities require students to interact with and reply to the feedback provided. They may also require students to generate their own feedback through self-assessment and reflection on their learning and that of others. Both peer and self-generated feedback, which are known to be highly beneficial to the learning process.

Induction

You are provided with a comprehensive induction programme at the start of your course. This will include:

- Familiarisation of the Specialist Practice District Nursing course and schedule of campus learning,
- An overview of the modules / delivery, course structure and quality processes,
- Participate in activities to get to know each other and the teaching team, academic assessors,

- An introduction to varied social activities at SHU,
- An introduction to the learning centre, Blackboard and online support for learning
- Learner support strategies and student welfare services
- Assessment Strategy, assignment submission via Blackboard, Turnitin and Grading
- Procedures for dealing with extenuating circumstances that affect student work and commitment to hand-in deadlines,
- Assessment regulation and rules of student progression
- An introduction to Practice Learning and its assessment

Personal and professional development planning and portfolios

As part of the personal responsibility for learning, you will be encouraged to reflect on your learning and progress throughout the programme and to make appropriate entries in a portfolio. This will enable you to map learning and achievements and to help plan to meet emerging learning and professional development needs as they progress. This is in line with the university's emphasis on personal and professional development planning. The requirements of various modules expect you to reflect on your performance and progress. Sometimes this may feature as part of the assessment. You will be supported in endeavours to reflect on your progress by an allocated academic assessor and your Practice assessor. You will be introduced to a range of facilities to assist in portfolio development including manual and electronic models.

More information about your Portfolio –Practice Assessment Document (PAD) is in the Fundamentals of District Nursing and Advancing District Nursing Practice Module Handbooks and on the Module Blackboard sites.

Please note: the PAD is the property of the University, and you are required to provide the PAD for review on request from the University, NHS Trust, placement provider or NMC at any time.

PAD documents are retained by the university: You provide a full copy upon completion of the course; the original and copies may be requested at other times by your academic assessor/Course Leader, and you are required to provide a copy of your PAD at that time. Your master copy will be returned to you.

Absence Monitoring

The University is required to monitor student absence on health courses. Students must inform the university by email if they are absent from University sessions or whilst on practice placement; please follow this link [Student Absence Form](#) Please also inform your academic assessor and practice assessor & practice supervisor about any absence.

If absent on practice placement the student must follow their employer organisational procedures. At SHU the Faculty Office compiles a complete record of absence for each student. The Course Leader, who advises the University on appropriate action to be taken, interviews students with a significant pattern of unexplained absence.

Penalties for failing to meet attendance requirements

A student who fails to respond to the support strategies designed to make up for deficiencies in attendance will after due warning be judged to be in breach of the professional requirements. In this instance, the University Fitness for Practice Procedure will be instituted with the involvement of the students employing / sponsoring organisation.

Professional Partnerships

A tripartite approach is adopted in support of students' professional development. This approach engages the student with a **practice assessor**, **practice supervisor** and an **academic assessor** with due regard who have responsibility for guiding, monitoring and assessing a student's performance. Meetings are

arranged at regular intervals in each of the sponsoring organisations with the academic assessor, practice assessor and students. Individual meetings with academic assessor, practice assessor and student will be arranged as requested by the student, practice assessor or academic assessor. Progress is reviewed by the practice assessor and practice supervisor in the placement and the academic assessor at the University. If issues or concerns arise, then a formal meeting is arranged with a view to discussing the issues and developing an appropriate action plan. A meeting will take place at the end of each period of placement between the practice assessor and the student to discuss performance, the outcomes of which are recorded in the Practice Assessment Document (PAD).

Penalties' if your NHS contract is terminated

The Specialist Practice District Nursing student must have an NHS employment contract (as trainee District Nurse) for the duration of the course. If the NHS contract of employment is terminated by your employer, then you are no longer on the course (Your place on the course is consequently terminated).

Health and Safety

Please refer to the University Health and Safety Policy on the Student Intranet. Any accidents on university premises must be reported to your Course Leader and a form completed (available at Reception). Accidents on placement should be reported via their local procedure and to your Course Leader as soon as possible after the accident.

3.2 The Students' Union and Representative System

Sheffield Hallam Students' Union represents the views of Sheffield Hallam students and aims to make their time at university enjoyable, engaging and rewarding. There is a strong emphasis on developing students and providing them with the opportunities to gain new skills and experiences to enhance their employability. Events, clubs and societies have also been established to enable students to meet new people and develop their skills and experiences.

All students at Sheffield Hallam University are members of the Students' Union. Being a member means having unlimited access to all the events, activities and services we

provide. As a not-for-profit organisation, social enterprise and registered charity, we reinvest our income straight back into improving the services we offer for the 35,000 students at Sheffield Hallam University. We are committed to enhancing the student experience by making a positive difference through the development and delivery of student focused activities.

The Students' Union is led by a dedicated and professional staff team. In addition, there are five full-time Officers who support 12 part-time Union Representatives, all of whom have been democratically elected by the student body. Officers help to ensure that everything we do is student centred and liaise formally and informally to ensure their views are represented to the University, the community and nationally.

As a student, you can have a voice within your course and University through the Student Representative system. Each course has several Course Representatives (Reps) who represent your academic interests and provide valuable feedback to the course team about the course from the students' point of view. Course Reps are jointly trained and supported by your Faculty and Sheffield Hallam Students' Union and work together with the course team, Union and University to improve courses and your student experience.

Your course leader will arrange for Course Reps to be appointed during the first few weeks of your course. Any student can put themselves forward to be a Course Rep. and Course Reps are also eligible to apply for the Hallam Award, to recognise their developed skills, supporting their employability. To find out how to nominate yourself as a Course Rep. speak to your course leader or contact studentreps@shu.ac.uk.

Once Course Reps have been appointed, it is their role to gather feedback and represent you and the rest of the student body. They will contact you to ask for feedback so make sure that you respond to give your views about your course. You can also contact your Course Reps at any time to ask for feedback or raise issues about your course. If you don't know who your reps are, ask your course leader or contact studentreps@shu.ac.uk.

Current or former Course Reps can also put themselves forward to become Department Reps. This is an opportunity to represent the student view higher up in the University to enhance the wider SHU experience. Department Reps can participate in University and Students' Union committees and get involved in projects to improve the student experience

For more information on Student Reps, visit:

<https://www.hallamstudentsunion.com/representation/academicinterests/>

3.4 Audio Recording lectures and other teaching sessions

If you have a learning contract which allows you to make audio recordings, you have permission to record any of your lectures, seminars or tutorials using your own equipment. This is allowed on condition that the recording is solely for your own use. The rights belong to the University and the lecturer concerned, it must not be shared, published or otherwise made available to others for any reasons whatsoever.

Should academic staff wish to allow any other student to record their lecture for personal use, then they are free to do so; but there is no obligation to do so in any case other than those authorised by their learning contract. Students without a learning contract must request permission to make an audio recording from the relevant academic member of staff prior to the lecture taking place. Misuse of recording could potentially lead to action under the disciplinary procedure.

4. Academic Integrity, Assessment, Standards and Fairness:

4.1 The course is designed in partnership with students, employers and professional bodies, to meet QAA and PSRB benchmarks, and to promote student success. It is taught by qualified, experienced and accredited staff and supported by professional services staff

4.2 How do we ensure all assessments are appropriate and fair for all students?

All courses at Sheffield Hallam University are subject to the University's quality assurance processes which begin when courses are designed and approved. An important element in this is the input of external partners and professional bodies with subject expertise that inform course design. Subject experts from other Universities also act external examiners on our courses to ensure your course standards are comparable with other Universities.

Each year, all assessment tasks are reviewed by staff before they are released to students. This ensures they are appropriate and suitable for testing the learning outcomes agreed during course approval. The assessment(s) will be set by the module leader and/or module team subject to approval by both an internal moderator and, if the marks from the assessment contribute to your award classification, an external examiner. This will normally take place before they are given to you at the start of teaching.

Any work you submit for marking will go through a similar process to check and confirm that the standard of our marking and feedback is fair for all students and reflects the quality of the submitted work. Samples of student work for all assessments will again be checked by an internal moderator and, as above, if appropriate, by an external examiner. Project and dissertation modules and those involving a high level of independent research will normally all be marked by two markers and an agreed mark arrived at prior to a sample being seen by an external examiner.

The purpose of these quality assurance processes is to ensure that no student is disadvantaged by our assessment practices, to ensure that our assessments allow all students to meet the learning outcomes of their modules to the best of their abilities, and to ensure that standards of marking and feedback are entirely appropriate and fair to all.

What happens if I submit my work late?

You will receive a schedule of coursework submission deadlines via your Assessment Statement at the start of the year. You should use this schedule to plan your work

programme and should regard coursework submission deadline dates and times as being almost immovable.

However, it is recognised that occasionally some students struggle to meet the deadline due to a range of circumstances. If your medical or personal circumstances (also known as extenuating circumstances) mean that submission by a due deadline becomes a problem, please talk to Faculty Student Services prior to the deadline. They will then review whether an extension to provide you more time to submit your work can be permitted.

If you submit your coursework late without an approved extension, then your mark will be reduced in line with the University's policy for late submission of coursework:

- Within one working day (i.e., 24 hours) of the deadline, your marks will be capped at the minimum pass mark. For students studying at levels 3-6 this is 40%. For students studying at level 7, this is 50%.
- Any work submitted after this point will receive a zero mark.

24 hours is defined as the same time as the original submission deadline on the next University working day. Weekends and other days the University is not open are not counted as working days.

Please note there may be some coursework items which cannot support late submission for sound practice or operational reasons, e.g., time bound assessments such as a presentation or where feedback has already been provided to the class. Your Module Leader will make it clear to you in module documentation where this is the case.

Academic Conduct

Academic conduct is an ethical standard by which academic communities operate, and Sheffield Hallam University is committed to the protection and development of this standard. We would consider any attempt to gain an unfair advantage over another student in the completion of an assessment to be a breach of the Code of Academic Conduct and investigated as suspected academic misconduct.

Details about how we may investigate any concerns or allegations regarding the content of your assessments can be found in the Academic Conduct Regulation, which is available to students on shuspace under Rules and Regulations | Conduct and discipline.

4.3 Keeping Your Course Up-to-date

Each year your course team review your course, including student achievement and the courses' suitability to meet the needs of its students. Your feedback, changes in teaching practice and the external environment are all used to continually improve your course so it remains up to date and of the highest quality enabling you to fulfil your aspirations.

4.4 Extenuating Circumstances and Fitness to Study

During your studies you may experience sudden or unexpected ill-health or personal issues that have a significant impact on your ability to study, or complete assessments on time or to your usual standard. We define these as **extenuating circumstances**. Such circumstances could include (but are not limited to): illness (other than minor illnesses; hospitalisation; bereavement; acute personal/emotional circumstances; or sudden and unexpected changes in family circumstances.

If you find yourself in this type of situation then you are strongly encouraged to contact your Faculty Student Services Team as soon as practical. The Students' Union Advice Centre is also able to provide independent, confidential and free advice to all Sheffield Hallam students.

The Faculty Student Services Team will discuss with you your options which may include (list not extensive): an exceptional extension request (EER) to a coursework deadline; submitting a request to repeat an assessment attempt (RRAA); making reasonable adjustments through a Learning Contract. If your circumstances are felt to be having a significant impact on your studies then we may review how we can support you through the Fitness to Study Procedure.

We are aware that some students may feel embarrassed or uncomfortable to disclose the details of these kinds of circumstances, particularly those of a personal or sensitive nature, to people outside of one's family. We wish to reassure you that the University is fully supportive of students in difficult circumstances and want to assist if at all possible. However, we are only able to do so if you bring these matters to our attention in a timely manner.

Further information on the University's extenuating circumstances and fitness to study policies are available on shuspace under Rules and Regulations | Illness and Difficult Circumstances.

4.5 Appeals, complaints and student conduct

a) Academic appeals: Students are able to appeal a decision by a Departmental Assessment Board, an Extenuating Circumstances Panel or an Academic Conduct Panel. An appeal can request a review of the decision reached by the board and information submitted in appeals is treated confidentially. You will not be disadvantaged as a result of making an appeal, provided it is made in good faith. The full policy and procedure for appeals are published on shuspace under Rules and Regulations | Appeals and complaints. Please note: all appeals should be submitted within 10 working days of the decision being available to you.

b) Student complaints: The University also operates a formal complaints process to address concerns raised by students. This process encourages early resolution by raising concerns locally with the member of staff most directly involved with the concern you have - this may be your module leader, course leader, academic adviser or Faculty Student Support team. Early resolution is taken to mean the concern is addressed by agreement

with appropriate staff without the need to submit a Student Complaint Form. Complaints will be dealt with promptly and sympathetically with respect for your privacy and confidentiality. The detailed process and guidance on making a formal complaint is published on shuspace under Rules and Regulations | Appeals and complaints.

c) Student conduct: The University recognises that the vast majority of its students behave in a responsible manner and meet the expectations of the Code of Conduct for students. However, on occasions a small minority behave in ways which cause harm to the University, its students or its staff, or the public. In these cases, it is the responsibility of the University to take action under its Disciplinary Regulations in order to protect the University community and the University's reputation. These regulations are also published on shuspace under Rules and Regulations | Conduct and discipline.

Further information and advice is available from your Faculty Student Support team. In addition, the Students' Union Advice Centre will also provide free, confidential and independent advice and support to students.

5 WHAT PREVIOUS STUDENTS SAID ABOUT ATTENDING SHEFFIELD HALLAM AND THE SPECIALIST PRACTICE DISTRICT NURSING COURSE

There is the opportunity to complete evaluations at the end of each module, at the end of the course, and at the end of the practice placement. You will be invited to complete evaluation forms electronically. You will be advised by your academic team. We collate this information to inform our course development and to enhance the student experience. We look carefully at the results to learn from those areas that have seen increases in student satisfaction as well as where we can still improve further.

Student feedback from the course: -

"The course has enabled me with skills and knowledge of getting to know and manage a new team in a new area. It enabled me to expand my skills in caring for patients with complex needs and managing difficult situations"

"Thank you I have thoroughly enjoyed it. Fab lecturers"

"The course was very relevant to clinical practice and all assignments have increased my knowledge and therefore practice"

"The course was excellent throughout. Very well organised. My clinical practice has developed significantly since starting"

"Fantastic course, fantastic year. This has really developed my confidence professionally and personally"

"I feel the course has given me such a broad knowledge base. I feel I know what theory leads my decisions and has improved my leadership practice"

"Thoroughly enjoyable but challenging- Thank you"

Several of our teaching team have been nominated for "Inspirational teaching awards".