

PROGRAMME SPECIFICATION

This Programme Specification is correct as of the date indicated; however, minor amendments may be made throughout the year and will be incorporated in the annual updating process.

SECTION A: DETAILS OF THE COURSE AND AWARD

Programme Title	Graduate Certificate General Practice Nurse
Awarding Body	Buckinghamshire New University
Teaching Institution / Course Location	Buckinghamshire New University (Uxbridge and/or High Wycombe campus)
Faculty	Society & Health
School	School of Health and Social Care Professions
Name of Final Award	Other (please give details) Graduate Certificate
NQF/FHEQ Level of Qualification	Level 6: Bachelor's degree with honours
QAA Benchmark Statement(s)	NHS Knowledge and Skills Framework
UCAS Code	N/A
Course Code(s)	BC1GPN2
Mode and Length of Study	30 weeks
Number of Intakes	3 Intakes per year - February, June and September
Regime of Delivery	Flexible & Distributed Learning
Language of Study	English
Details of Accreditation	RCN accreditation for the NHS Cervical Screening programme (NHSCSP) RCN Accredited until 2024 Accreditation applies only to the educational content and not to any product. RCN cannot confirm competence of any practitioner
Month and Year valid from	01 September 2016
Month and year valid until	31 August 9999
Publication Date	01 August 2016 / February 2023

Potential Student Profile / Criteria for Admission:

What the award is about and who the programme is aimed at:

This work-based, flexible and distributed part-time course is aimed at nurses new to General Practice. Students will be qualified registered nurses and hold current professional registration on Part 1 of the Professional Register. Students will have evidence of having studied at Level 5. Ideally the student will be working in general practice for a minimum of two days per week with access to a supervisor and cervical screening mentor working in this setting to support them through the programme

Why students should choose this award:

On completion of this module the student will have gained a greater understanding of the role of the general practice nurse, their role in the multi professional team and their contribution to person centred care. Students will enhance their consultation and clinical examination skills and their problem solving, negotiation and study skills will be evidenced through the compilation of a practice based portfolio. The transferable skills gained whilst working within the multi professional team will be vital for their ongoing career progression and role development. The analytical skills gained are life-long tools that will enhance both their practice and ability to undertake further academic study.

On successful completion of the module students will also have achieved the following Knowledge Skills Framework dimensions:

HWB1, HWB2, HWB3, HWB4, HWB5, HWB6, HWB7, HWB8, HWB10, 1K1, 1K2, 1K3, C1,C2, C3, C4, C5, C6, G1, G2, G5

Opportunities available for students after completion of the award:

The credits from this module can be used towards an honours degree qualification in BSc (Hons) Professional Practice (Healthcare).

Expected entry qualifications, knowledge and skills that the entrant will have on entry to the programme:

Applicants must:

- Be a registered nurse and will be qualified registered nurses and hold current professional registration on Part 1 of the Professional Register.
- Have previously undertaken level 5 education, prior to application,
- Have access to a primary care facility a supervisor and cervical screening mentor ('mentor' from this point)

Recognition of Prior Learning

This is a 60 credit module and students will have to enrol onto the whole module. Students who have done a previous programme in General Practice Nursing or long term conditions may be exempt from attending specific sessions already studied but they will have to complete or show they have completed all assessments of this module.

SECTION B: PROGRAMME AIMS, OUTCOMES, LEARNING, TEACHING AND ASSESSMENT METHODS

Programme Aims

The main educational aims of the programme are to:

- Develop the knowledge and skills required to deliver effective practice in the role of the general practice nurse relevant to the students' area of practice.
- Analyse and evaluate contextual and contemporary issues of practice which may impact on the students' transition to primary care.

Programme Learning Outcomes

On successful completion of the module, the student will be able to:

- Demonstrate a critical understanding of the physical and mental health needs of individuals utilising effective consultation and assessment skills and record keeping
- Demonstrate an in-depth knowledge and ability to perform a range of clinical skills in the primary care setting
- Critically reflect on the communication and consultation skills required to ensure person centred care
- Critically evaluate the roles and responsibilities of the general practice nurse and the wider multidisciplinary team in the management of patients with long term conditions, considering issues including accountability and clinical governance
- Demonstrate a critical understanding of the political and organisational issues and the NHS strategies that influence quality assurance in primary care

On successful completion of Level 6 Graduate Certificate a graduate will be able to:

A. Knowledge and Understanding

1. Demonstrate a critical understanding of the physical and mental health needs of individuals utilising effective consultation and assessment skills and record keeping

B. Intellectual/Cognitive Skills

1. Critically reflect on the communication and consultation skills required to ensure person centred care
2. Critically evaluate the roles and responsibilities of the general practice nurse and the wider multidisciplinary team in the management of patients with long term conditions, considering issues including accountability and clinical governance

C. Practical Skills

1. Demonstrate an in-depth knowledge and ability to perform a range of clinical skills in the primary care setting

D. Key/Transferable Skills

1. Demonstrate a critical understanding of the political and organisational issues and the NHS strategies that influence quality assurance in primary care

Table 1: Programme Skills Matrix – Assessment *

Module Code	Information Acquisition	Critical thinking, analysis and synthesis	Self-reflection and Criticality	Communication Skills: Oral	Communication Skills: Written	Information & Communications Technology (ICT)	Numeracy & Quantitative Skills	Problem Solving & Decision Making	Independent & Self-managed Learning	Working with Others
PP668	x☒	x☒	x☒	x☒	x☒	x☒	x☐	x☒	x☒	x☒

* Information in this table should be aligned to the skills matrix in each module descriptor.

Learning, Teaching and Assessment Methods to achieve the Programme Learning Outcomes

The programme has been designed to be delivered in a flexible mode. There will be face to face learning in the classroom in the form of seminars, lectures, demonstrations and tutorials, together with virtual sessions. An E- learning resource has been developed to enhance the student learning which will form part of the core learning material. Whilst in practice the student will be guided and supported by the supervisor, cervical screening mentor and tutor throughout the programme. The teaching team will support the student via email, Teams and face to face contact on an ongoing basis. If required members of the course team or one of the Health Education England Learning Environment Leads (LEL's) will visit the student and supervisors/mentors in the practice environment to facilitate consolidation of learning in practice. Teams' forums are also set up for the supervisors and mentors

Work-Based / Placement Learning

The student will be allocated a Supervisor to work alongside whilst in practice. They will be encouraged to utilise every opportunity to develop their knowledge base, technique and clinical skills whilst in practice. Students (trainees) will be expected to visit a colposcopy clinic within 3 months of starting the NHSCSP programme in their local hospital and complete the virtual cytology lab session and other optional experiences such as leg ulcer management clinics will be encouraged. It is anticipated that students will be pro-active in seeking opportunities to further their learning. They will spend time observing procedures relevant to general practice/primary care nursing and will be encouraged to attend a variety of clinics relevant to their clinical practice.

RCN accredited NHSCSP Programme

RCN Accredited until 2024 – Accreditation applies only to the educational content and not to any product.

RCN cannot confirm competence of any practitioner

This programme is designed in accordance with <https://www.gov.uk/government/publications/cervical-screening-cervical-sample-taker-training/training-for-cervical-sample-takers-education-pathway>. The cervical screening mentor role and the cervical screening assessor roles are completely separate from the NMC 'academic assessor', 'practice supervisor' and 'practice assessor' educational roles.

Therefore mentor and assessor for the cervical screening programme will be used throughout this document.

- Complete the NHSCSP 3 day theory training and written exam
- Complete the Primary HPV testing e learning on the eFLH website
- Identify training needs in discussion with the mentor
- Observe the mentor taking at least 2 cervical samples
- Take a minimum of five cervical samples under supervision of the mentor
- Satisfactory completion of the interim assessment before starting unsupervised practice (conducted by the mentor)
- Take 20 acceptable cervical samples without direct supervision and no more than 25 up to the point of final assessment
- Satisfactory completion of the final clinical assessment of a minimum of 3 samples (observed by the external cervical screening assessor)
- Organise a visit to colposcopy within 3 months of starting the training
- Submission of the completed training record (verified by the trainee (student) , mentor, assessor and training provider)
- A final certificate of completion to be issued to upload to the CSTD website to update training status. The training provider should make sure the entire sign off process is documented. Sign off confirms that the trainee (student) is proficient in the competencies outlined in the [CHS37 – obtaining cervical cytology samples framework](#) and is capable of safe and effective practice.
- The training period for trainee sample takers is a maximum of 9 months from enrolment through to completion (NHSCSP)
- Trainees who are unable to complete within this time must seek advice from the training provider and request an extension (up to 3 months). The training provider, mentor, trainee and their employer must agree an action plan for completion within this extended timeframe.
- If the trainee does not complete by 12 months, they must stop taking samples. The training provider must notify the trainee’s mentor, employer and the local cervical screening laboratory.

Students will complete a portfolio of clinical competency document and also submit a 3000 word case study at the end of the module.

CW1 – Case /study Assignment – 50%

In addition the students will be required to produce a 3000 word case study that will encompass:

- The communication and consultation skills required to ensure person centred care
- The roles and responsibilities of the general practice nurse and the wider multidisciplinary team in the management of patients with long term conditions, considering issues including competency achievement, accountability and clinical governance
- A critical understanding of the political and organisational issues and the NHS strategies that influence quality assurance in primary care

CW2 The Practice Portfolio - 50%

The portfolio provides the opportunity to integrate the theoretical component of the course with practice experience, and through facilitated exploration the student will draw them together in the form of a portfolio. The portfolio enables the student to provide evidence of achievement of the competencies related to general practice nursing. Within the evidence the student will demonstrate comprehensive understanding of his/her transition from novice to competent general practice/primary care nurse. The competency based practice portfolio is central to the skills development of the general practice nurse and forms the basis of the assessment process in practice. The portfolio is based upon an individualised diagnostic learning needs assessment at the commencement of the course. The competencies required by the end of the programme will form the basis for the assessment of the portfolio, against which the nurse’s existing knowledge, skills and competencies are mapped.

A learning contract is then drawn up between the student and the supervisor detailing the objectives for the work-based learning activities that will take place in practice and the way in which these objectives are to be met and measured.

The emphasis throughout the module is on the development of skills and knowledge to underpin the general practice nurse competencies and supportive practice. The assessments of the module will therefore focus on demonstrating the skills required to fulfil the developing role of the general practice nurse. The student will also be encouraged to acquire patient testimonials, where appropriate, to include within their portfolio to enhance and provide evidence of their personal development and learning.

A prerequisite list of required competencies which are detailed in the competency document are mapped against the Knowledge and Skills Framework (KSF). These must all be met and validated by the clinical mentor/assessor in order for the student to pass the module.

Assessment in Practice (evidenced in the portfolio)

Ex1 -After the students have completed their NHS Cervical Screening Programme (NHSCSP) elearning, they need to complete an online written quiz which is auto- marked to assess their understanding. They complete this before they can attend the practical aspect of the NHSCSP training.

PR1 -Students will be required to identify 5 patients to perform smears tests on cervical samples in line with the National Health Service Cervical Screening Programme (NHSCSP). Students will be observed performing three cervical sample assessments against pre-determined criteria by a qualified independent cervical screening assessor organised by the university in line with the NHSCSP programme. Emphasis will be placed on the holistic assessment, communication and correct procedure of the cervical sample assessment. Students who are deemed competent will be able to use this evidence, and upload their certificate of competence to the Cervical Sample Takers Database (CSTD)

The portfolio is weighted as 50% of the module and therefore students will be expected to include evidence and referenced work within the portfolio.

SECTION C: PROGRAMME STRUCTURE(S)

Table 2: Programme Structure Table

Course Title	Graduate Certificate General Practice Nurse								
Course Code	BC1GPN2								
Mode of Study	Flexible & Distributed Learning (FDL)								
Credit Value	UK	60	ECTS			30			
Module Code	Module Title	QCF/FHEQ Level	Course Stage / Year	Status in Award (<i>Core / Optional</i>)	Credit Value	Assessment Regime			Semester Taught *
						Written Assignment %	Coursework %	Practical %	
PP668	General Practice Nurse	6	1	C	60	50%	50%	Core skills and competency document within portfolio	1 & 2 SBA

* Semester taught should align with the module descriptor e.g. S1, S2, SBA.

Table 3: Mapping of Programme Outcomes to Modules

Programme Outcome	Module Code
A. Knowledge and Understanding	
A1	PP668
B. Intellectual / Cognitive Skills	
B1	PP668
B2	PP668
C. Practical Skills	
C1	PP668
D. Key / Transferable Skills	
D1	PP668

SECTION D: CONTACT HOURS

Notional Hours	
1 Credit is equivalent to 10 notional learning hours (30 credits = 300 learning hours). All hours should be calculated based on what an individual student might be expected to receive.	
<i>Category (Please refer to QAA Guidance in completing this section)</i>	<i>Total Hours</i>
Scheduled Learning and Teaching Activities (SLTA)	
Lectures (incl. virtual and face to face contact)	26
Seminars (incl. virtual and face to face contact)	
Tutorials – per individual student (incl. virtual and face to face contact)	4
Project supervision (incl. virtual and face to face contact)	
Demonstration (incl. virtual and face to face contact)	
Practical classes and workshops	22
Supervised time in studio/workshop/rehearsal space	
Fieldwork, e.g. survey work, data collection	50
External visits, e.g. visits to sites, museums or collections	6
Sub-total: SLTA	208
Guided Independent Study (GIS)	392
Placements / Study Abroad / Work based Learning	
Total (Sub-total of SLTA plus GIS, plus Placements)	600

SECTION E: ASSESSMENT REGULATIONS

This programme conforms to the approved University procedures as detailed on the University website.

This programme will be covered by the following University regulations: *Academic Assessment Regulations*

This module cannot be compensated. 60 credits at level 6 counts 100% towards the award.

Referral Opportunities

Should students not meet the competency required for taking cervical samples on the three patients they will be given the opportunity to carry out a cervical sample on the remaining two patients.

According to the NHSCSP If the student fails to achieve the required standards of competency at the final clinical assessment, they must stop taking cervical samples. The training provider must notify the trainee's mentor, employer and the local cervical screening laboratory service.

The number of times a trainee can repeat the training programme is twice, however, after any failed attempt to achieve satisfactory competence, the training provider, trainee, mentor, assessor and their employer must consider whether or not continued support is appropriate. The trainee's employer is responsible for making the final decision.

If supported to continue, the trainee must repeat both the initial and practical training in full. This is necessary to ensure safe practice.

The training provider, trainee, mentor and their employer must agree and document an action plan to address the issues and achieve the required competencies.

- Students will be given the opportunity to submit their case study for a second attempt.

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