

# PROGRAMME SPECIFICATION

## 1. Key Information

<b>Programme Title:</b>	PG Diploma Specialist Practice Qualification in District Nursing
<b>Awarding Institution:</b>	Buckinghamshire New University
<b>Teaching Institution(s):</b>	Buckinghamshire New University
<b>Subject Cluster:</b>	Community Health & Primary Care
<b>Award Title (including separate Pathway Award Titles where offered):</b>	PGDip in Specialist Practice Qualification (District Nursing)
<b>Pathways (if applicable)</b>	
<b>Other award titles available (exit qualifications):</b>	PGDip in Community Health Studies PGCert in Community Health Studies
<b>FHEQ level of final award:</b>	Level 7
<b>Accreditation details:</b>	Nursing and Midwifery Council (NMC)
<b>Length of programme:</b>	52 weeks
<b>Mode(s) of Study:</b>	Full-time
<b>Mode of Delivery:</b>	Work-based learning
<b>Language of study:</b>	English
<b>QAA Subject Benchmark(s):</b>	N/A
<b>Other external reference points (e.g. Apprenticeship Standard):</b>	Standards of Proficiency for Community Nursing Specialist Practice Qualifications (Nursing and Midwifery Council, 2022).  Part 2: Standards for Student Supervision and Assessment (Nursing and Midwifery Council, 2018 – updated 2023)  Part 3: Standards for Post-registration Programmes (Nursing and Midwifery Council, 2022 – updated 2023)  The Code (Nursing and Midwifery Council, 2018)  UK Quality Code for Higher Education. Part A. Setting and Maintaining Academic Standards – The Frameworks for Higher Education Qualifications (FHEQ) of UK Degree Awarding Bodies (Quality Assurance Agency for Higher Education, 2014)
<b>Course Code(s):</b>	PDSPDNWB
<b>UCAS Code(s):</b>	
<b>Approval date:</b>	April 2024
<b>Date of last update:</b>	October 2025

## 2. Programme Summary

The programme is designed to prepare registered nurses with the advanced knowledge, clinical proficiencies, critical thinking skills and professional behaviours required to meet the Nursing and Midwifery Council (NMC) standards of proficiency for community nursing specialist practice qualifications for District Nursing. It emphasises the development of specialist expertise in community healthcare, equipping nurses with enhanced skills in leading autonomous practice. This enables them to provide high-quality, individualised care that meets the holistic needs of diverse people and populations within community settings.

Nurses will learn to be accountable and autonomous leaders of community nursing services, adept at working collaboratively with individuals, families and communities, within the context of the wider community interprofessional workforce. They will actively engage in health promotion and illness prevention, contributing to the wellbeing of the community through district nursing practice. Skills in leading change will be fostered, providing the opportunity to plan and implement tangible service improvements within the context of district nursing.

Diverse learning environments, including clinical practice areas specific to district nursing, enable learners to actively apply theoretical knowledge, collaborate with interprofessional teams, and interact with people and communities. This fosters a holistic understanding of community healthcare provision, within the context of district nursing services. This comprehensive approach ensures that learners are well-equipped to excel as district nurses, leading vital health services within the community.

The programme has been developed in collaboration with Experts by Experience (People who use services and carers), practice learning partners, previous and existing learners, and other key stakeholders to meet the needs of contemporary district nursing services. To provide flexibility and choice as part of individual career pathway decisions and service delivery requirements, the non-medical prescribing qualification is not an integrated element of the Specialist Practice Qualification. Application support will be provided to those learners wishing to undertake the non-medical prescribing qualification following completion of this programme.

Upon completion of the Post Graduate Diploma Specialist Practice Qualification in District Nursing learners will have the opportunity to apply to undertake an MSc top-up module at Buckinghamshire New University.

## 3. Programme Aims and Learning Outcomes

### Programme Aims

This programme aims to:

1. Facilitate in learners the development of specialist knowledge, skills and attributes essential for nurses working as specialist practitioners in district nursing who support people, communities and populations to maximise their health and wellbeing, and to manage increasingly complex needs.
2. Provide learners with a comprehensive understanding of leadership principles and practices, equipping them with the skills and knowledge needed to become culturally competent, effective leaders of community nursing teams and services.

3. Empower learners with the knowledge and skills necessary to effectively integrate evidence into their practice, enabling them to provide high-quality, person-centred care within diverse community settings.
4. Enable learners to develop a comprehensive set of academic skills, fostering their ability to engage as active, autonomous learners and to develop critical thinking skills which will support them in navigating dynamic life-long learning environments.
5. Nurture autonomous district nurses capable of exercising independent judgement when leading the provision of complex community health care within challenging and unpredictable contexts.

## Programme Learning Outcomes

### Knowledge and Understanding (K)

On successful completion of the programme, you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
<b>K1</b>	Explain the fundamental principles of district nursing practice as a basis for providing specialised nursing care, promoting independence and empowering people and populations to improve their health and wellbeing.
<b>K2</b>	Explain the multifaceted determinants of health, including cultural, social, economic, and environmental factors, and the broad impact that they have on various population groups and health outcomes.
<b>K3</b>	Critically evaluate evidence-based health promotion strategies and interventions tailored to diverse populations to prevent ill health and maximise wellbeing within the community setting.
<b>K4</b>	Interpret leadership principles, strategies and best practices to foster collaboration, communication and shared decision making to enhance community nursing services.
<b>K5</b>	Design innovative strategies for developing the community nursing workforce, considering emerging trends, technologies, and the impact of dynamic caseloads.

### Analysis and Criticality (C)

On successful completion of the programme, you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
<b>C1</b>	Critically analyse person-centred care principles within the context of community nursing, integrating empathy, cultural sensitivity and ethical considerations to effectively address the diverse needs and preferences of people, families and communities.
<b>C2</b>	Apply critical thinking and clinical reasoning to assess complex health situations in diverse settings to develop holistic care plans that maximise health and wellbeing.
<b>C3</b>	Critically analyse risk assessment and priority-setting strategies in the strategic planning and delivery of high-quality community nursing services.

<b>C4</b>	Critically evaluate complex ethical and legal dilemmas in community healthcare settings, independently applying ethical principles and professional codes of conduct to make informed decisions.
<b>C5</b>	Critically evaluate research evidence for the effectiveness of healthcare interventions and practices, to inform and enhance decision-making processes.

### Application and Practice (P)

On successful completion of the programme, you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
<b>P1</b>	Advocate for the wellbeing and rights of people and communities, serving as a liaison between patients, families and healthcare resources to influence policy and practice for improved health outcomes.
<b>P2</b>	Conduct thorough assessments of health needs, using critical reasoning to formulate comprehensive care plans to ensure the provision of person centred and holistic care.
<b>P3</b>	Design innovative and contextually appropriate initiatives that address the unique needs and challenges faced by communities and the community nursing workforce and contribute to the continuous advancement of services.
<b>P4</b>	Educate a diverse range of stakeholders, facilitating knowledge exchange and collaboration between users and providers of services to creating a culture of life-long learning.
<b>P5</b>	Demonstrate effective leadership and management skills, which motivates interdisciplinary teams, promotes an inclusive work environment, and fosters innovation.

### Transferable skills and other attributes (T)

On successful completion of the programme, you will be able to:

<b>ID</b>	<b>Learning Outcome</b>
<b>T1</b>	Apply empathic emotional intelligence to your engagement in autonomous community nursing practice.
<b>T2</b>	Utilise advanced communication techniques to engage with patients, families and interprofessional teams, fostering collaborative relationships and facilitating shared decision-making processes to optimise care planning and outcomes.
<b>T3</b>	Effectively integrate digital tools and other technological innovations into daily workflows, contributing to the overall enhancement of care quality.
<b>T4</b>	Engage in reflective and self-directed learning to further develop and refine evidence-based community nursing skills and proficiencies.

## Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through the application of knowledge and skills fundamental to working in the community setting in both taught sessions and the practice environment (K1-K5, C1-C5, P1-P5, T1-T4). Analysis and evaluation are embedded throughout the programme in individual and group tasks, shaping curious individuals who use evidence to underpin their decisions (K5, C1-C5, P5, T4). Authentic module assessments further encourage the development of leadership and creativity, and nurture problem solving abilities, preparing learners for the workplace (K3, K4, C3, C4, P3, P5, T1-T4). By applying learning to professional practices and standards, learners become highly employable professionals who possess a deep understanding of individual and community needs, and the ways in which they can be met (K1-K5, C1-C5, P1-P5, T1-T4). Learners become self-aware, emotionally intelligent, reflective practitioners who are empowered to have a positive impact on the health and wellbeing of people, communities and populations (C1, P4, T1 - T4).

## 4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

1. You must be an NMC registered nurse (level1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved community nursing specialist practice qualification programme. You must have the equivalent of one year full-time hours working in a relevant community nursing role and be able to evidence appropriate post-registration experience to Buckinghamshire New University and Practice Learning Partners.
2. As an NMC registered nurse, which could include NHS, non-NHS, self-employed and self-funding applicants, you will require access to a district nursing clinical practice setting, and to a Practice Supervisor and Practice Assessor who meet the requirements of the NMC Standards of Student Supervision and Assessment and can facilitate successful completion of the programme learning outcomes. Governance structures to support learning must be in place, in addition to a commitment to student support and learning.
3. Your application must be supported by two references, one of which must refer to your professional competence. Where appropriate, one referee must be from your current employer.
4. You will have in place a satisfactory enhanced Disclosure and Barring Service (DBS) check. If you are self-employed, you must prove that indemnity insurance and DBS requirements are met.

5. You must evidence the competence, experience and academic ability to study at the required level of the programme. The minimum academic criteria for admission to this programme is usually 120 credits at level 6 in Nursing. However, experienced nurses who have fewer than 120 credits at level 6 and relevant professional experience will be asked to undertake a written assessment to demonstrate to the programme team of their ability to study at level 7.
6. Your previous study, professional and/or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.
7. A self-declaration of good health and character will be undertaken as part of the admission process and will be repeated at the end of the programme prior to your qualification being recorded with the NMC.
8. A selection process for employed applicants in collaboration with practice-based learning partners is undertaken and will include a value-based interview. It may also include academic skills tests, group discussion and presentation. During the interview, we will provide advice and guidance to ensure you fully understand the entry requirements for the programme and what you need to do to succeed once you are enrolled. Interview questions from Experts by Experience (People who use services and carers) are also included and, where possible and practical for them, we endeavour to include them on the interview panel in person. Reasonable adjustments can be made during the interview process to accommodate individuals with specific needs, ensuring equal opportunities and a fair assessment of abilities.
9. A selection process for self-employed applicants will follow the **Application Process for Self-Funding Learners – PGDip Specialist Practice Qualification** flow chart to ensure that all required practice learning support and governance structures are in place.

## 5. Programme Structure

Level	Modules (Code, Title and Credits)	Exit Awards
Level 7	<p><b>Core modules:</b></p> <p>NAM7114 Building Healthy Communities (20 Credits)</p> <p>NAM7115 Specialist Autonomous Practice – District Nursing (20 Credits)</p> <p>NAM7116 Advanced Specialist Autonomous Practice – District Nursing (20 Credits)</p>	<p>PGCert in Community Health Studies (upon achieving 60 credits)</p> <p>PGDip in Community Health Studies (upon achieving 120 credits without successful completion of the Practice Assessment, or upon achieving 120 credits but not able to register an SPQ qualification due to Fitness to Practice decisions)</p> <p>PGDip in Specialist Practice Qualification (District Nursing) (upon achieving 120 credits)</p>

	<p>NAM7117 Maximising Health and Wellbeing Across the Lifespan (20 Credits)</p> <p>NAM7118 Strategic Leadership in Service Improvement (20 Credits)</p> <p>NAM7119 Community and Public Health Workforce Development - District Nursing (20 Credits)</p> <p>NAM7159 Practice Assessment Document (Non-credit bearing)</p>	<p>with successful completion of the Practice Assessment)</p>
--	---	---

## 6. Learning, Teaching and Assessment

### Learning and teaching

The learning and teaching strategy aligns with the complexities and responsibilities of specialist practitioners working in the community. The holistic curriculum integrates advanced clinical and leadership skills, evidence-based practice, and service development, which relate directly to current health and social care agendas. Additionally, the programme places a strong emphasis on cultivating learners' skills in academic writing and presentation, ensuring they can effectively communicate their findings and insights. This approach equips learners undertaking the Specialist Practice Qualification programme in District Nursing with the intellectual tools necessary for both their immediate academic success and their continuous personal and professional development.

A blended learning approach combines classroom sessions with synchronous and asynchronous online workshops and digital resources. At least 25% of teaching activities will take place online to maximise learner experience providing flexibility and accessibility, with carefully selected materials and activities that are most suitable for online delivery. Simulation and real-world clinical experiences are woven throughout the programme, providing authentic learning opportunities which meet the diverse needs of adult learners. The application of theoretical knowledge to clinical practice experiences within the community setting fosters critical thinking and decision-making skills. Interprofessional collaboration is a key feature of the learning approach taken by this programme and shared discipline seminars and group work mirror the interdisciplinary nature of community nursing. Reflective practice underpins all modules and learners are supported to develop self-awareness whilst identifying areas for improvement through continuous review of their clinical and academic experiences.

Practice education plays a vital role in bridging the gap between theory and clinical practice. The NMC Standards for Student Supervision and Assessment (SSSA) will underpin the support learners will receive during the programme. All learners are allocated a Practice Supervisor who has undertaken a period of preceptorship in line with the NMC principles for preceptorship as a community nursing SPQ qualified professional, or who can evidence prior

learning and relevant practice supervisor experience that enables them to facilitate effective evidence based learning opportunities for post-registration community nursing SPQ students. All learners are allocated a Practice Assessor who is recorded on the NMC register as a Specialist Practitioner in the discipline specific (DN) field of practice and has the appropriate experience and training to support and assess learners to achieve the proficiencies set out in the NMC Standards for Specialist Education and Practice. Practice Supervisors will provide continuous guidance, constructive feedback and learning opportunities, enabling learners to grow in confidence and competence. A team-based approach is emphasised where Practice Supervisors and Practice Assessors work closely with learners and Academic Assessors to address any challenges, facilitate skill development and ensure adherence to the highest standards of patient care. Tripartite meetings provide a structured platform for open communication, goal-setting and collaborative problem-solving, further enhancing the quality of support and the overall learning experience for learners undertaking the programme. In exceptional circumstances, the same person may fulfil the role of Practice Supervisor and Practice Assessor. However, the Practice Learning Partner and Academic Assessor must provide justification for the necessity of this arrangement.

The provision of an inclusive learning environment is achieved through a multifaceted approach. This includes diverse representation in curriculum materials, which ensures that learners encounter a broad range of perspectives and experiences, promoting cultural competency and understanding. Proactive support for individual learning needs recognises and addresses the unique requirements of each learner, using learners' preferred pronouns and respecting diverse identities and expressions. Accessible teaching resources accommodate diverse learning needs and abilities, providing equitable opportunities for success. In this environment, diversity, equity and belonging are fostered, ensuring that every learner has an equal opportunity to thrive and succeed.

## Assessment

Varied formative and summative assessment methods are implemented to enable learners to demonstrate their understanding and skills in different ways, accommodating diverse learning needs and preferences. Authentic assessments relate directly to specialist community practice and mirror projects encountered in the workplace, whilst also providing learners with opportunities to develop real-life solutions which could lead to improvements in services.

Alongside academic assessments, practice-based assessment forms an integral part of the programme. A Practice Assessment Document will provide evidence of achievement in all elements of clinical practice and completed clinical hours and will extend throughout the entire programme. The Practice Assessment Document module is non-credit bearing and is assessed as either being a pass or a fail.

Successful completion of the clinical practice element of the programme at the first attempt is mandatory to obtain the PGDip in Specialist Practice Qualification (District Nursing). In agreement with practice learning partners, individual programme extensions may be considered to support the successful completion of the clinical practice assessment.

## Contact Hours

This is a full-time programme and runs for 52 weeks with 46 weeks of allocated teaching and learning time.

You will attend all University days (some will be online) and undertake a minimum of 90 days in clinical practice over 52 weeks. You will have protected learning time and will be supported in practice by your Practice Supervisor, Practice Assessor and the wider team. Your allocated Academic Assessor and Personal Tutor will also support you during your time in clinical practice.

Typical weeks may consist of 2 days in university, 2 days in your clinical practice area and an allocated study day (in agreement with the practice learning provider). Weeks in practice are also built into the timetable to enable opportunities for continuity, alternative learning experiences and practice assessment.

Annual leave is set within the timetable to maximise learning and you will not usually be able to take any annual leave outside of these dates.

## 7. Programme Regulations

This programme will be subject to the following assessment regulations:

[Regulations for Taught Degree Programmes \(Buckinghamshire New University, 2023\)](#)

An exception to this is the clinical practice element of the programme which must be passed at the first attempt as detailed above (see Assessment).

## 8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

## 9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in the Postgraduate Taught Experience Survey (PTES)
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- PSRB Review by the Nursing and Midwifery Council
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

## 10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- Academic Assessment Regulations (Buckinghamshire New University, 2023)
- Programme Approval and Amendment Policy (Buckinghamshire New University, 2020)
- Part 3: Standards for Post-registration Programmes (Nursing and Midwifery Council, 2023)
- Standards of Proficiency for Community Nursing Specialist Practice Qualifications (Nursing and Midwifery Council, 2022)
- Part 2: Standards for student supervision and assessment (NMC, 2018, updated 2023)
- The Code (Nursing and Midwifery Council, 2018)
- The NHS Long Term Plan (NHS, 2019)
- Thrive 28 – University Strategy 22/23 - 27/28 (Buckinghamshire New University, 2022)
- UK Quality Code for Higher Education. Part A. Setting and Maintaining Academic Standards – The Frameworks for Higher Education Qualifications (FHEQ) of UK Degree Awarding Bodies (Quality Assurance Agency for Higher Education, 2014)

## Mapping of NMC Standards of Proficiency for Community Nursing Specialist Practice Qualifications (Nursing and Midwifery Council, 2022) to Programme Learning Outcomes

NMC standards of proficiency	Programme Learning Outcomes																			
Platform 1. Being an accountable, autonomous professional and partner in care	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	
1.1 practise autonomously, proactively and innovatively, demonstrating self-awareness, emotional intelligence and openness	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.2 lead and manage a service, with the ability to effectively admit, discharge and refer people to other professionals, services and agencies as appropriate				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.3 deliver specialist person-centred care in complex, challenging and unpredictable circumstances	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.4 account for their decisions, actions and omissions when working with complexity, risk, unpredictability and when all of the information required might not be available	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.5 critically understand and apply relevant legal, regulatory and governance requirements, policies, and professional and ethical frameworks, differentiating where appropriate between the devolved legislatures of the United Kingdom	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.6 lead and promote care provision that is person-centred, anti-discriminatory, culturally competent and inclusive	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.7 demonstrate critical awareness of stigma and the potential for bias, taking action to resolve any inequity arising from either, and educate others where necessary	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.8 recognise the need for, and lead on action to provide, reasonable adjustments for people, groups and communities, influencing health policy and promoting best practice	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.9 demonstrate the principles of courage, transparency and the professional duty of candour, taking responsibility to address poor practice wherever it is encountered	X	X	X	X	X	X	X		X	X	X		X	X	X	X	X	X	X	X
1.10 critically reflect and recognise when their personal values and beliefs might impact on their behaviour and practice	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

1.11 assess the opportunities, risk and demands of specialist community nursing practice, and take action to maintain their own mental and physical health and wellbeing				X					X	X	X					X	X	X	X	X	X	
1.12 apply the numeracy, literacy, digital and technological skills required to deliver safe and effective specialist practice that meets the needs of people, their families and carers	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.13 be an effective ambassador and role model, and a positive influence on the profession	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

<b>NMC standards of proficiency</b>	<b>Programme Learning Outcomes</b>																			
<b>Platform 2. Promoting health and wellbeing and preventing ill health</b>	<b>K1</b>	<b>K2</b>	<b>K3</b>	<b>K4</b>	<b>K5</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	
2.1 apply specialist knowledge of epidemiology, demography and the social determinants of health and illness, taking action to influence policy, service design and delivery	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.2 critically analyse the factors that may lead to inequalities in health outcomes, and their associated ethical dilemmas, to plan care in partnership with people, families and communities to improve them	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.3 recognise health as a fundamental human right and evaluate the effects of social influences, health literacy, individual circumstances, behaviours and choices on people’s current and future mental and physical health	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.4 critically assess health needs in partnership with people, families, communities and populations, to support them to take decisions and actions that improve their own mental, physical, and behavioural health and wellbeing	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.5 maximise opportunities for people, families, communities and populations to use their personal strengths and assets to make informed choices about their own health and wellbeing	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.6 conduct, interpret and evaluate health and social care assessments, screening and profiling activity for people and communities, to take appropriate action to improve health outcomes	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.7 apply specialist knowledge of social prescribing to support individual and community health outcomes	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.8 critically analyse and assess the characteristics of communities, their assets and any areas for development in order to build networks and alliances that can enhance health outcomes for people and families	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.9 promote and support people, communities and populations to connect effectively with local initiatives, support networks, programmes and third sector organisations that support their health and wellbeing	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

2.10 utilise and evaluate the impact of networks to enhance and support the mental and physical needs of people, families and communities, and identify and address any deficiencies in support	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.11 understand the role and application of genomics and epigenetics in sufficient detail to inform and advise people about the implications for personalised health care	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.12 apply a range of advanced communication skills to develop public health information that is accessible and enables people to make informed decisions about their health and wellbeing.	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.13 share information regarding communicable diseases and approaches necessary for communicable disease surveillance, infection prevention and control, including immunisation and vaccination programmes	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.14 mitigate risks of environmental factors and other pollutants that have the potential to affect the health and wellbeing of people now and in the future	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X

NMC standards of proficiency	Programme Learning Outcomes																		
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4
<b>Platform 3. Assessing people's abilities and needs and planning care</b>																			
3.2 use advanced communication strategies and relationship management skills when interacting with people, including families and carers, who may have a range of mental, physical, cognitive, behavioural and social health challenges	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.3 recognise and apply the principle of the presumption of capacity, and the requirement to seek informed consent throughout the assessment and planning process	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.4 make reasonable adjustments to maximise opportunities for people to understand the outcome of their abilities and needs assessment, and the implications for their treatment and care	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.5 make best interest decisions within the required legislative framework if, after seeking informed consent and making reasonable adjustments, their professional judgement is that a person lacks capacity to make a decision or give consent at that time	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.6 assess and plan the care of people when they are vulnerable, agreeing on the required level of support needed to ensure maximum levels of independence throughout the continuum of care	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.7 escalate, report, plan and coordinate immediate and continuing care for people in need of safeguarding	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X

3.8 proactively obtain and distil information from formal and informal sources to inform individual assessments, involving others as required.	X	X	X	X																
3.9 critically analyse complex assessment information and data, distinguishing between normal and abnormal findings, recognising when prompt action is required, including requesting additional investigations, and involving others when appropriate	X	X	X	X																
3.10 critically apply clinical reasoning to decision making, taking into account differential diagnosis and the potential for diagnostic overshadowing	X	X	X	X																
3.11 maximise the potential use of technology and informatics to assist with assessment and diagnosis	X	X	X	X																
3.12 apply knowledge and understanding of new and emerging science and technology, including genomics, to inform assessment and treatment options, when agreeing personalised care plans with people and their families, carers or nominated persons	X	X	X	X																
3.13 apply a range of problem solving, influencing and negotiation skills to maximise opportunities for shared decision making when co-producing care plans	X	X	X	X																
3.14 assess individual abilities and needs when co-producing plans of care, agreeing opportunities for supported self-care and treatment interventions	X	X	X	X																
3.15 take into account the impact of people’s preferences, their close relationships and support systems, their home environment, and the influence of social, environmental and spiritual factors when agreeing the plan of care	X	X	X	X																
3.16 create and maximise opportunities for people, and where needed their families, carers or nominated person, to remain independent and to facilitate self-care	X	X	X	X																
3.17 effectively communicate the benefits and risks of different care and treatment options, explaining how the person and their family or carers will be supported in the choices they make	X	X	X	X																
3.18 anticipate and explain the impact that unexpected events and changes may have on the plan of care.	X	X	X	X																

NMC standards of proficiency	Programme Learning Outcomes																			
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	
<b>Platform 4. Providing and evaluating evidence-based care</b>																				
4.1 autonomously manage and evaluate complex episodes of care from referral to service and admission, to discharge from caseload, or referral to other appropriate services or agencies	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.2 assess and manage transition of people to other services or agencies, proactively collaborating with colleagues of other disciplines and agencies to find solutions to mitigate any risks	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.3 agree and negotiate with the person and where necessary their family, carer or nominated person, the implications of delegation of any aspect of their care to an alternative person	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.4 recognise reduced concordance, changes in motivation or dissatisfaction with the care and treatment plan, and work in partnership with people to influence and negotiate any revisions to the plan	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.5 proactively engage with, and effectively advocate for, people using services provided by other professionals or agencies to identify and find solutions where there is inconsistency, disagreement or conflict	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.6 initiate a range of evidence-based care and treatment, including care, therapeutic interventions and social prescribing, that may be supportive, curative, symptom relieving or palliative	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.7 safely and effectively manage complex medicines administration, optimisation and medicines reconciliation, and continually evaluate to ensure optimum effectiveness	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.8 evaluate and adjust plans to ensure adequate safeguards for people when they are vulnerable	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.9 maintain therapeutic relationships with people, their families and/or carers throughout the episode of care and treatment, and actively address any differing views	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.10 understand and apply a range of techniques to educate people, their families, carers or nominated persons about their condition, treatment and care, to promote independence and confidence in supported self-care and self-management	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.11 work in partnership with people, their families, carers and other members of the team to continuously monitor and evaluate the care and treatment provided	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.12 include people and their families or carers in making decisions about their care and mitigate any risks as a result of changes in a person's mental and physical health, their living environment, or social arrangements	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

4.13 make autonomous decisions in challenging and unpredictable situations, and be able to take appropriate action to assess and manage risk	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.14 work with people and where appropriate their families, carers or nominated person to agree and provide evidence-based person-centred nursing care for those who are dying or near to the end of life	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.15 sensitively accommodate the preferences, beliefs, cultural requirements and wishes of the deceased and people who are bereaved	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.16 clearly explain and accurately record the rationale for decisions, actions taken and resulting outcomes either in writing, or using digital technology, which can be shared with the person, their family, carers, nominated person and interdisciplinary and interagency teams	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X

NMC standards of proficiency	Programme Learning Outcomes																		
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4
<b>Platform 5. Leading, supporting and managing teams</b>																			
5.1 demonstrate leadership in applying human rights, equality, diversity and inclusion, to improve the health and wellbeing of people, families and communities	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.2 demonstrate compassionate leadership when managing community nursing, interdisciplinary and interagency teams, to promote equality, diversity and inclusion, support individual professionals' wellbeing, motivate, and encourage team cohesion and productivity				X	X			X	X	X			X	X	X	X	X	X	X
5.3 lead, promote and influence the nursing profession in wider health and social care contexts and know how to influence and improve the care of communities through partnership working				X	X			X	X	X			X	X	X	X	X	X	X
5.4 identify available local community assets and engage with a range of providers, including third sector and faith-based support organisations and networks, to enhance the support and care of people	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.5 evaluate a range of indicators to determine the skill mix and appropriate characteristics of the workforce required to meet the needs of specific caseloads				X	X			X	X	X			X	X	X	X	X	X	X
5.6 review, lead and manage the people, financial and other resources required to safely meet caseload requirements, making professional risk-based decisions when necessary to resolve resource issues				X	X			X	X	X			X	X	X	X	X	X	X
5.7 construct cogent arguments and effectively communicate complex information to justify decisions about resource allocation				X	X			X	X	X			X	X	X	X	X	X	X

5.8 delegate responsibility for the management of budget, people and other resources to team members, while retaining overall accountability				X	X			X	X	X			X	X	X	X	X	X	X
5.9 critically analyse their personal workload requirements and that of the wider team to lead and prioritise activities in order to manage demand and capacity				X	X			X	X	X			X	X	X	X	X	X	X
5.10 safely and effectively delegate responsibilities to team members based on an assessment of their level of knowledge, skill and confidence				X	X			X	X	X			X	X	X	X	X	X	X
5.11 use digital technology to maximise the use of resources across interdisciplinary and interagency teams				X	X			X	X	X			X	X	X	X	X	X	X
5.12 procure equipment and other items in line with relevant procurement policies, value for money considerations and health and safety requirements	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.13 articulate a clear and evidence-based rationale for complex decision making and professional judgment when leading teams in challenging situations	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.14 continually reflect on their own leadership approach and take action to adapt their leadership style to different situations, including but not limited to when working with diverse teams who may be geographically dispersed				X	X			X	X	X			X	X	X	X	X	X	X
5.15 effectively use systems to measure the impact, quality, productivity and cost efficacy of interdisciplinary and interagency teams to allow effective leadership and performance management				X	X			X	X	X			X	X	X	X	X	X	X
5.16 conduct conversations with team members to provide opportunities for positive reinforcement and challenge, and agree any development plans or remedial actions in line with appraisal processes				X	X			X	X	X			X	X	X	X	X	X	X
5.17 lead the development of a positive learning culture for interdisciplinary and interagency teams				X	X			X	X	X			X	X	X	X	X	X	X
5.18 use a range of approaches and resources available to educate, support and motivate people, manage talent and succession plan				X	X			X	X	X			X	X	X	X	X	X	X
5.19 apply a range of leadership strategies that are effective in supporting positive team development and cohesion across disciplines and agencies				X	X			X	X	X			X	X	X	X	X	X	X
5.20 select, implement and evaluate strategies which are appropriate to the composition of the team, to enable supervision, reflection and peer review				X	X			X	X	X			X	X	X	X	X	X	X
5.21 recognise individual abilities and learning needs when applying the standards of education and training for pre- and post-registration nursing, midwifery and nursing associate students, in order to educate, supervise and assess effectively				X	X			X	X	X			X	X	X	X	X	X	X

NMC standards of proficiency	Programme Learning Outcomes																			
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	
<b>Platform 6. Leading Improvements in safety and quality of care</b>																				
6.1 interpret health and safety legislation and regulations in order to develop local policy and guidance to support staff working across the range of home and community environments				X	X		X	X	X	X	X			X	X	X	X	X	X	X
6.2 evaluate the outputs and recommendations of internal and external risk reporting to enable prioritisation, decision making and the development of action plans to mitigate risk	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.3 exercise the knowledge, skills and professional judgement required to balance competing risks and priorities, undertaking quality impact assessments that reflect the balance between safety, quality and least restrictive practices	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.4 co-produce strategies and plans for service design with people, families and communities to improve care outcomes	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.5 use innovative and emerging technology effectively to ensure collection and storage of data to allow analysis and forecasting to inform service improvement and safety plans				X	X			X	X	X	X	X	X	X	X	X	X	X	X	X
6.6 devise methods of systematically and effectively capturing and evaluating people's lived experiences of care to lead improvements in the quality of service delivery				X	X					X	X			X		X	X	X	X	X
6.7 evaluate different research designs and methodologies and their application to develop and address research questions and generate evidence for service improvement			X		X				X	X			X			X	X	X	X	X
6.8 initiate and lead a continuous quality improvement programme, selecting an appropriate improvement methodology, collating and presenting results and proposing improvement actions				X	X			X	X	X			X		X	X	X	X	X	X
6.9 critically appraise published results of service evaluation, research findings, improvement data and audit, and distil relevant learning that can be applied in practice to bring about service improvement				X	X			X	X	X			X		X	X	X	X	X	X
6.10 present relevant research, quality and audit findings and proposals for care improvement to a range of audiences				X	X			X	X	X			X		X	X	X	X	X	X

NMC standards of proficiency	Programme Learning Outcomes																			
	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	
<b>Platform 7. Care co-ordination and system leadership</b>																				
7.1 critically analyse political and economic policies and drivers that may have an impact on the health, care and wellbeing of local communities.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.2 understand the economic principles that drive health and social care, and their impact on resource allocation in integrated primary and community care services	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.3 synthesise epidemiological, demographic, social, political and economic trends to forecast their impact and influence on current and prospective community nursing services	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.4 build relationships between teams within different systems in health and care, appreciating the value of different approaches, skill sets and expertise	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.5 maximise effectiveness of different services within the system through collaboration and co-design, ensuring that services work seamlessly together to meet the needs of people and communities	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.6 apply a range of methodologies to drive continuous service improvement within the variety of different organisations and agencies that deliver services	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.7 proactively lead on the creation and development of effective system networks that enhance communication and decision making across organisations and agencies				X	X	X	X	X	X	X			X	X	X	X	X	X	X	X
7.8 Demonstrate cultural competence and leadership when challenging discriminatory, oppressive cultures and behaviours at a system level	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.9 Develop the skills required to influence the health and social care strategies and policies at a local, regional and national level	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
7.10 effectively work in partnership with peers at a strategic level to promote and influence change and improve health outcomes for the people and communities served	X	X	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X

Mapping of NMC Standards of Proficiency for Community Nursing Specialist Practice Qualifications (Nursing and Midwifery Council, 2022) to modules

NMC standards of proficiency	Module 20 credits	Module 20 credits	Module 20 credits	Module 20 credits	Module 20 credits	Module 20 credits	Non-credit bearing
<b>Platform 1. Being an accountable, autonomous professional and partner in care</b>	<b>Building Healthy Communities</b>	<b>Specialist Autonomous Practice – District Nursing</b>	<b>Advanced Specialist Autonomous Practice – District Nursing</b>	<b>Strategic Leadership in Service Improvement</b>	<b>Maximising Health and Wellbeing Across the Lifespan</b>	<b>Community and Public Health Workforce Development – District Nursing</b>	<b>Practice Assessment Document</b>
1.1 practise autonomously, proactively and innovatively, demonstrating self-awareness, emotional intelligence and openness		x	x	x	x	x	x
1.2 lead and manage a service, with the ability to effectively admit, discharge and refer people to other professionals, services and agencies as appropriate		x	x	x		x	x
1.3 deliver specialist person-centred care in complex, challenging and unpredictable circumstances		x	x	x		x	x
1.4 account for their decisions, actions and omissions when working with complexity, risk, unpredictability and when all of the information required might not be available		x	x	x		x	x
1.5 critically understand and apply relevant legal, regulatory and governance requirements, policies, and professional and ethical frameworks, differentiating where appropriate between the devolved legislatures of the United Kingdom	x	x	x	x		x	x
1.6 lead and promote care provision that is person-centred, anti-discriminatory, culturally competent and inclusive	x	x	x	x		x	x
1.7 demonstrate critical awareness of stigma and the potential for bias, taking action to resolve any inequity	x	x	x		x	x	x

arising from either, and educate others where necessary							
1.8 recognise the need for, and lead on action to provide, reasonable adjustments for people, groups and communities, influencing health policy and promoting best practice	x	x	x		x	x	x
1.9 demonstrate the principles of courage, transparency and the professional duty of candour, taking responsibility to address poor practice wherever it is encountered	x	x	x		x	x	x
1.10 critically reflect and recognise when their personal values and beliefs might impact on their behaviour and practice	x	x	x		x	x	x
1.11 assess the opportunities, risk and demands of specialist community nursing practice, and take action to maintain their own mental and physical health and wellbeing		x	x				x
1.12 apply the numeracy, literacy, digital and technological skills required to deliver safe and effective specialist practice that meets the needs of people, their families and carers		x	x		x	x	x
1.13 be an effective ambassador and role model, and a positive influence on the profession	x	x	x		x	x	x

<b>NMC standards of proficiency</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Non-credit bearing</b>
<b>Platform 2. Promoting health and wellbeing and preventing ill health</b>	<b>Building Healthy Communities</b>	<b>Specialist Autonomous Practice – District Nursing</b>	<b>Advanced Specialist Autonomous Practice – District Nursing</b>	<b>Strategic Leadership in Service Improvement</b>	<b>Maximising Health and Wellbeing Across the Lifespan</b>	<b>Community and Public Health Workforce Development – District Nursing</b>	<b>Practice Assessment Document</b>
2.1 apply specialist knowledge of epidemiology, demography and the social determinants of health and illness, taking action to influence policy, service design and delivery	x	x	x		x	x	x
2.2 critically analyse the factors that may lead to inequalities in health outcomes, and their associated ethical dilemmas, to plan care in partnership with people, families and communities to improve them	x	x	x		x		x
2.3 recognise health as a fundamental human right and evaluate the effects of social influences, health literacy, individual circumstances, behaviours and choices on people’s current and future mental and physical health	x	x	x		x		x
2.4 critically assess health needs in partnership with people, families, communities and populations, to support them to take decisions and actions that improve their own mental, physical, and behavioural health and wellbeing	x	x	x		x		x
2.5 maximise opportunities for people, families, communities and populations to use their personal strengths and assets to make informed choices about their own health and wellbeing	x	x	x		x		x
2.6 conduct, interpret and evaluate health and social care assessments, screening and profiling activity for people and communities, to take appropriate action to improve health outcomes	x	x	x		x		x
2.7 apply specialist knowledge of social prescribing to support individual and community health outcomes	x	x	x		x		x

2.8 critically analyse and assess the characteristics of communities, their assets and any areas for development in order to build networks and alliances that can enhance health outcomes for people and families	x				x		x
2.9 promote and support people, communities and populations to connect effectively with local initiatives, support networks, programmes and third sector organisations that support their health and wellbeing	x				x		x
2.10 utilise and evaluate the impact of networks to enhance and support the mental and physical needs of people, families and communities, and identify and address any deficiencies in support	x	x	x		x		x
2.11 understand the role and application of genomics and epigenetics in sufficient detail to inform and advise people about the implications for personalised health care	x	x	x		x		x
2.12 apply a range of advanced communication skills to develop public health information that is accessible and enables people to make informed decisions about their health and wellbeing.	x	x	x		x		x
2.13 share information regarding communicable diseases and approaches necessary for communicable disease surveillance, infection prevention and control, including immunisation and vaccination programmes	x	x	x		x		x
2.14 mitigate risks of environmental factors and other pollutants that have the potential to affect the health and wellbeing of people now and in the future	x				x		x

<b>NMC standards of proficiency</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Non-credit bearing</b>
<b>Platform 3. Assessing people’s abilities and needs and planning care</b>	<b>Building Healthy Communities</b>	<b>Specialist Autonomous Practice – District Nursing</b>	<b>Advanced Specialist Autonomous Practice – District Nursing</b>	<b>Strategic Leadership in Service Improvement</b>	<b>Maximising Health and Wellbeing Across the Lifespan</b>	<b>Community and Public Health Workforce Development – District Nursing</b>	<b>Practice Assessment Document</b>
3.2 use advanced communication strategies and relationship management skills when interacting with people, including families and carers, who may have a range of mental, physical, cognitive, behavioural and social health challenges		X	X		X		X
3.3 recognise and apply the principle of the presumption of capacity, and the requirement to seek informed consent throughout the assessment and planning process		X	X				X
3.4 make reasonable adjustments to maximise opportunities for people to understand the outcome of their abilities and needs assessment, and the implications for their treatment and care		X	X				X
3.5 make best interest decisions within the required legislative framework if, after seeking informed consent and making reasonable adjustments, their professional judgement is that a person lacks capacity to make a decision or give consent at that time		X	X				X
3.6 assess and plan the care of people when they are vulnerable, agreeing on the required level of support needed to ensure maximum levels of independence throughout the continuum of care		X	X				X
3.7 escalate, report, plan and coordinate immediate and continuing care for people in need of safeguarding		X	X				X
3.8 proactively obtain and distil information from formal and informal sources to inform individual assessments, involving others as required.		X	X				X
3.9 critically analyse complex assessment information and data, distinguishing between normal and abnormal		X	X				X

findings, recognising when prompt action is required, including requesting additional investigations, and involving others when appropriate							
3.10 critically apply clinical reasoning to decision making, taking into account differential diagnosis and the potential for diagnostic overshadowing		x	x				x
3.11 maximise the potential use of technology and informatics to assist with assessment and diagnosis		x	x				x
3.12 apply knowledge and understanding of new and emerging science and technology, including genomics, to inform assessment and treatment options, when agreeing personalised care plans with people and their families, carers or nominated persons		x	x		x		x
3.13 apply a range of problem solving, influencing and negotiation skills to maximise opportunities for shared decision making when co-producing care plans		x	x		x		x
3.14 assess individual abilities and needs when co-producing plans of care, agreeing opportunities for supported self-care and treatment interventions		x	x				x
3.15 take into account the impact of people's preferences, their close relationships and support systems, their home environment, and the influence of social, environmental and spiritual factors when agreeing the plan of care		x	x		x		x
3.16 create and maximise opportunities for people, and where needed their families, carers or nominated person, to remain independent and to facilitate self-care		x	x		x		x
3.17 effectively communicate the benefits and risks of different care and treatment options, explaining how the person and their family or carers will be supported in the choices they make		x	x		x		x
3.18 anticipate and explain the impact that unexpected events and changes may have on the plan of care.		x	x		x		x

<b>NMC standards of proficiency</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Non-credit bearing</b>
<b>Platform 4. Providing and evaluating evidence-based care</b>	<b>Building Healthy Communities</b>	<b>Specialist Autonomous Practice – District Nursing</b>	<b>Advanced Specialist Autonomous Practice – District Nursing</b>	<b>Strategic Leadership in Service Improvement</b>	<b>Maximising Health and Wellbeing Across the Lifespan</b>	<b>Community and Public Health Workforce Development – District Nursing</b>	<b>Practice Assessment Document</b>
4.1 autonomously manage and evaluate complex episodes of care from referral to service and admission, to discharge from caseload, or referral to other appropriate services or agencies		X	X				X
4.2 assess and manage transition of people to other services or agencies, proactively collaborating with colleagues of other disciplines and agencies to find solutions to mitigate any risks		X	X				X
4.3 agree and negotiate with the person and where necessary their family, carer or nominated person, the implications of delegation of any aspect of their care to an alternative person		X	X				X
4.4 recognise reduced concordance, changes in motivation or dissatisfaction with the care and treatment plan, and work in partnership with people to influence and negotiate any revisions to the plan		X	X				X
4.5 proactively engage with, and effectively advocate for, people using services provided by other professionals or agencies to identify and find solutions where there is inconsistency, disagreement or conflict		X	X				X
4.6 initiate a range of evidence-based care and treatment, including care, therapeutic interventions and social prescribing, that may be supportive, curative, symptom relieving or palliative		X	X		X		X
4.7 safely and effectively manage complex medicines administration, optimisation and medicines reconciliation, and continually evaluate to ensure optimum effectiveness		X	X				X

4.8 evaluate and adjust plans to ensure adequate safeguards for people when they are vulnerable		x	x				x
4.9 maintain therapeutic relationships with people, their families and/or carers throughout the episode of care and treatment, and actively address any differing views		x	x				x
4.10 understand and apply a range of techniques to educate people, their families, carers or nominated persons about their condition, treatment and care, to promote independence and confidence in supported self-care and self-management		x	x		x		x
4.11 work in partnership with people, their families, carers and other members of the team to continuously monitor and evaluate the care and treatment provided		x	x				x
4.12 include people and their families or carers in making decisions about their care and mitigate any risks as a result of changes in a person's mental and physical health, their living environment, or social arrangements		x	x				x
4.13 make autonomous decisions in challenging and unpredictable situations, and be able to take appropriate action to assess and manage risk		x	x				x
4.14 work with people and where appropriate their families, carers or nominated person to agree and provide evidence-based person-centred nursing care for those who are dying or near to the end of life		x	x				x
4.15 sensitively accommodate the preferences, beliefs, cultural requirements and wishes of the deceased and people who are bereaved		x	x				x
4.16 clearly explain and accurately record the rationale for decisions, actions taken and resulting outcomes either in writing, or using digital technology, which can be shared with the person, their family, carers, nominated person and interdisciplinary and interagency teams		x	x				x

<b>NMC standards of proficiency</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Non-credit bearing</b>
<b>Platform 5. Leading, supporting and managing teams</b>	<b>Building Healthy Communities</b>	<b>Specialist Autonomous Practice – District Nursing</b>	<b>Advanced Specialist Autonomous Practice – District Nursing</b>	<b>Strategic Leadership in Service Improvement</b>	<b>Maximising Health and Wellbeing Across the Lifespan</b>	<b>Community and Public Health Workforce Development – District Nursing</b>	<b>Practice Assessment Document</b>
5.1 demonstrate leadership in applying human rights, equality, diversity and inclusion, to improve the health and wellbeing of people, families and communities	x	x	x		x		x
5.2 demonstrate compassionate leadership when managing community nursing, interdisciplinary and interagency teams, to promote equality, diversity and inclusion, support individual professionals' wellbeing, motivate, and encourage team cohesion and productivity	x	x	x	x		x	x
5.3 lead, promote and influence the nursing profession in wider health and social care contexts and know how to influence and improve the care of communities through partnership working	x	x	x	x		x	x
5.4 identify available local community assets and engage with a range of providers, including third sector and faith-based support organisations and networks, to enhance the support and care of people	x	x	x			x	x
5.5 evaluate a range of indicators to determine the skill mix and appropriate characteristics of the workforce required to meet the needs of specific caseloads		x	x	x		x	x
5.6 review, lead and manage the people, financial and other resources required to safely meet caseload requirements, making professional risk-based decisions when necessary to resolve resource issues		x	x	x		x	x
5.7 construct cogent arguments and effectively communicate complex information to justify decisions about resource allocation			x	x		x	x

5.8 delegate responsibility for the management of budget, people and other resources to team members, while retaining overall accountability			X	X		X	X
5.9 critically analyse their personal workload requirements and that of the wider team to lead and prioritise activities in order to manage demand and capacity			X	X		X	X
5.10 safely and effectively delegate responsibilities to team members based on an assessment of their level of knowledge, skill and confidence			X	X		X	X
5.11 use digital technology to maximise the use of resources across interdisciplinary and interagency teams			X	X		X	X
5.12 procure equipment and other items in line with relevant procurement policies, value for money considerations and health and safety requirements			X	X		X	X
5.13 articulate a clear and evidence-based rationale for complex decision making and professional judgment when leading teams in challenging situations			X	X		X	X
5.14 continually reflect on their own leadership approach and take action to adapt their leadership style to different situations, including but not limited to when working with diverse teams who may be geographically dispersed		X	X	X		X	X
5.15 effectively use systems to measure the impact, quality, productivity and cost efficacy of interdisciplinary and interagency teams to allow effective leadership and performance management		X	X	X		X	X
5.16 conduct conversations with team members to provide opportunities for positive reinforcement and challenge, and agree any development plans or remedial actions in line with appraisal processes		X	X	X		X	X
5.17 lead the development of a positive learning culture for interdisciplinary and interagency teams		X	X	X		X	X
5.18 use a range of approaches and resources available to educate, support and motivate people, manage talent and succession plan			X	X		X	X

5.19 apply a range of leadership strategies that are effective in supporting positive team development and cohesion across disciplines and agencies			x	x		x	x
5.20 select, implement and evaluate strategies which are appropriate to the composition of the team, to enable supervision, reflection and peer review			x	x			x
5.21 recognise individual abilities and learning needs when applying the standards of education and training for pre- and post-registration nursing, midwifery and nursing associate students, in order to educate, supervise and assess effectively			x			x	x

<b>NMC standards of proficiency</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Non-credit bearing</b>
<b>Platform 6. Leading Improvements in safety and quality of care</b>	<b>Building Healthy Communities</b>	<b>Specialist Autonomous Practice – District Nursing</b>	<b>Advanced Specialist Autonomous Practice – District Nursing</b>	<b>Strategic Leadership in Service Improvement</b>	<b>Maximising Health and Wellbeing Across the Lifespan</b>	<b>Community and Public Health Workforce Development – District Nursing</b>	<b>Practice Assessment Document</b>
6.1 interpret health and safety legislation and regulations in order to develop local policy and guidance to support staff working across the range of home and community environments			x	x			x
6.2 evaluate the outputs and recommendations of internal and external risk reporting to enable prioritisation, decision making and the development of action plans to mitigate risk			x	x			x
6.3 exercise the knowledge, skills and professional judgement required to balance competing risks and priorities, undertaking quality impact assessments that reflect the balance between safety, quality and least restrictive practices			x	x			x
6.4 co-produce strategies and plans for service design with people, families and communities to improve care outcomes					x		x

6.5 use innovative and emerging technology effectively to ensure collection and storage of data to allow analysis and forecasting to inform service improvement and safety plans					X		X
6.6 devise methods of systematically and effectively capturing and evaluating people's lived experiences of care to lead improvements in the quality of service delivery					X		X
6.7 evaluate different research designs and methodologies and their application to develop and address research questions and generate evidence for service improvement					X	X	X
6.8 initiate and lead a continuous quality improvement programme, selecting an appropriate improvement methodology, collating and presenting results and proposing improvement actions					X	X	X
6.9 critically appraise published results of service evaluation, research findings, improvement data and audit, and distil relevant learning that can be applied in practice to bring about service improvement					X	X	X
6.10 present relevant research, quality and audit findings and proposals for care improvement to a range of audiences					X	X	X

<b>NMC standards of proficiency</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Module 20 credits</b>	<b>Non-credit bearing</b>
<b>Platform 7. Care co-ordination and system leadership</b>	<b>Building Healthy Communities</b>	<b>Specialist Autonomous Practice – District Nursing</b>	<b>Advanced Specialist Autonomous Practice – District Nursing</b>	<b>Strategic Leadership in Service Improvement</b>	<b>Maximising Health and Wellbeing Across the Lifespan</b>	<b>Community and Public Health Workforce Development – District Nursing</b>	<b>Practice Assessment Document</b>
7.1 critically analyse political and economic policies and drivers that may have an impact on the health, care and wellbeing of local communities.	X	X	X	X	X		X

7.2 understand the economic principles that drive health and social care, and their impact on resource allocation in integrated primary and community care services	x	x	x	x	x		x
7.3 synthesise epidemiological, demographic, social, political and economic trends to forecast their impact and influence on current and prospective community nursing services	x	x	x	x	x		x
7.4 build relationships between teams within different systems in health and care, appreciating the value of different approaches, skill sets and expertise		x	x	x	x	x	x
7.5 maximise effectiveness of different services within the system through collaboration and co-design, ensuring that services work seamlessly together to meet the needs of people and communities	x	x	x	x	x	x	x
7.6 apply a range of methodologies to drive continuous service improvement within the variety of different organisations and agencies that deliver services			x	x		x	x
7.7 proactively lead on the creation and development of effective system networks that enhance communication and decision making across organisations and agencies	x		x	x		x	x
7.8 Demonstrate cultural competence and leadership when challenging discriminatory, oppressive cultures and behaviours at a system level	x	x	x	x	x	x	x
7.9 Develop the skills required to influence the health and social care strategies and policies at a local, regional and national level	x	x	x	x	x	x	x
7.10 effectively work in partnership with peers at a strategic level to promote and influence change and improve health outcomes for the people and communities served	x	x	x	x	x	x	x

### Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	Module Code (Core)	K1	K2	K3	K4	K5	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4
<b>Level 7</b>																				
Building Healthy Communities	x	x	x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	
Specialist Autonomous Practice	x	x	x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	
Advanced Specialist Autonomous Practice	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Maximising Health and Wellbeing across the Lifespan	x	x	x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	
Strategic Leadership in Service Improvement	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Community and Public Health Workforce Development	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	
Practice Assessment Document	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	