Integrated Masters Programme Specification

Session	2024/25	Last Modified	02/02/2024
Named Award Title	Grad Dip Integrated Community Nursing		
Award Title for Each Award	Grad Dip Integrated Community Nursing Grad Cert Integrated Community Nursing		
Date of Approval	June 2020		
Details of Cohort Applies to			
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination	English		
Award Accredited by			
Maximum Period of Registration	5 years		
Duration of Study			
Full-time		**Part-time**	X
Placement (compulsory)			
Mode of Study	☐ Full-time ☐ Part-time		
Campus	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)
School	**Health and Life Sciences**		
Divisional Programme Board	**Adult Nursing Community Health**		
Programme Leader	C Russell		

Admissions Criteria
Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications:

Or GCE	
Or SQA National Qualifications / Edexcel Foundation	
Other Required Qualifications/Experience	
Further desirable skills pre-application	

General Overview

The Graduate Diploma Integrated Community Nursing programme is a new innovative two year, part-time programme designed for nurses working at level five on the Post Registration Career Development Framework for Nurses, Midwives and Allied Health Professionals (Scottish Government, 2017) in a community nursing role. The aim of the programme is to provide opportunities for students to further develop core generalist knowledge, skills and competencies required for safe and effective practice across a range of community nurse roles. Preparing nurses for future needs and roles is the focus of the 2030 Nursing Vision (Scottish Government, 2017). The National Health and Social Care Workforce Plan (Scottish Government, 2018) also highlights the requirement to respond to the changing needs of our population and sets out ecommendations that will improve the primary care workforce, in order to enhance the integrated health and social care workforce. The work based learning programme combines theory and practice and will equip nurses to work flexibly and to their full potential across the integrated community nursing teams.

The Graduate Diploma Integrated Community Nursing programme has been developed following the success of a submitted Tender to NHS Education for Scotland (NES). Programme development is commensurate with current changes in Health and Social Care. The programme supports the aim of the Health and Social Care Delivery Plan (Scottish Government, 2016) which focuses on prevention, anticipation and supported self-management. It aims to enable the people of Scotland to live longer, healthier lives at home or in a homely setting. It emphasises that care should be integrated, with the person at the centre of all decisions. The recently published National Clinical Strategy for Scotland (Scottish Government, 2016) also highlights the need for an increased focus on primary and community care as well as stronger integration. The Scottish Government is committed to integrating health and social care in order to improve the care and support received by the people of Scotland. The legislative framework underpinning the integration of health and social services, the Public Bodies (Joint Working) (Scotland) Act 2014 legislates for the nine national health and wellbeing outcomes; all which focus on the person and care they receive. The programme has also been informed by the Chief Nursing Officer's (CNO) Transforming Nursing Roles (TNR) programme (Scottish Government, 2018). The TNR programme aims to provide strategic oversight, direction and governance to develop and transform Nurse's roles to meet the current and future needs of Scotland's integrated health and care system. The programme has been designed to ensure it reflects stakeholder's needs with innovation and development in community nursing practice.

The programme is delivered at Scottish Credit Qualification Framework (SCQF) level 10 and is offered part time over two years. Two twenty credit theory modules will be delivered each year, with each module building on existing knowledge and facilitating student learning and development. In addition to these modules, a forty credit work based learning module would be undertaken alongside and would span the two year programme. A key feature of the programme is the student-centred, personalised learning and teaching environment which provides an exciting opportunity for nurses to address their own specific learning and development needs through the choice of an option module. Four option modules are available to choose from: Community Nurse Prescribing V150, Introduction to Palliative care, Essentials of Dementia Care or The Context of Integration. The inclusion of a specific option module will enable practitioners to be prepared for new and enhanced roles and to address local and regional service needs. Except for the choice of the community nurse prescribing option, all modules are delivered online.The community nurse prescribing module option is delivered by Hybrid Learning and students must and meet the entry requirements determined by the Nursing and Midwifery Council (NMC 2018) and complete 65 hours of clinical prescribing practice with the support of a nominated Designated Prescribing Practitioner (Practice Assessor) and a nominated Practice Supervisor.

The programme team recognise that students will bring with them a variety of important personal and professional experiences. To capitalise on these strengths, the programme takes a constructivist approach and assumes that students have a level of knowledge and skills. The learning, teaching and assessment approaches employed throughout the programme will use the student's previous learning experience as a foundation to promote confident, autonomous community nurses within integrated health and social care. The flexible approach to learning, teaching and assessment is commensurate with the Strategy 2025 (UWS, 2020) which promotes a student-centred, personalised and distinctive Learning and Teaching environment underpinned by research and knowledge. Central to the learning, teaching and assessment approach is the digital learning and technology driven pedagogy. The digitally-innovative programme will utilise digitally enabled learning tools within the Virtual Learning Environment (VLE).

Students are fully supported throughout the duration of the programme and will be assigned a Personal Tutor. The Personal Tutor will seek to enhance the student journey through maximising student support and engagement. Students will have the support of a Clinical Guide throughout their Work Based Learning. The Clinical Guide will be a registered nurse with suitable knowledge and experience in their field of practice and will guide the student's learning and development in practice. Programme documentation is available online, to all students, to ensure they are fully informed of the requirements for the programme, this includes Programme Handbook and Module Handbooks.

Typical Delivery Method
Online

Any additional costs

Graduate Attributes, Employability & Personal Development Planning
Our aim is to provide students at UWS with opportunities to develop academically, professionally and personally; to broaden their ambitions, extend their attitudes, challenge their assumptions, and assist towards unlocking their potential to succeed in their studies. Our 'I AM UWS' graduate attributes have been developed to reflect that vision where UWS graduates are work-ready and able to successfully contribute both locally and globally.

It is expected that graduates of this programme will be equipped with the knowledge and skills to enable them to work with a range of people, be receptive to others' views and work well with others to reach shared goals; to be able to communicate effectively to share information, discuss, negotiate, challenge and possess skills to communicate verbally and non-verbally in an engaging and articulate manner; and to be able to think critically, evaluating self and evaluating complex information from different sources, thinking reflectively and logically, being able to explain your thought processes, forming your own conclusions and taking actions based on your own thinking and relevant information. The programme will also provide graduates with further study and career opportunities.

The accessibility, flexibility and relevant content will be attractive to managers and employers as the programme content is deemed essential for the transformed role of the community nurse. Inherent within the process of programme delivery are mechanisms which facilitate the personal development of transferable skills. Gaining a Graduate Diploma qualification can lead to a variety of career opportunities and destinations; the programme will offer enhanced employability prospects for students.

Throughout the duration of their studies at the University of the West of Scotland, students will be encouraged to plan for the achievement of their personal development goals and reflect on how these are linked to employability skills.

Work Based Learning/Placement Details
Practice experience plays a significant part in the learning process for students undertaking this programme. The programme incorporates a work based learning module which spans the full duration of the two year programme. All work based learning within the programme is in line with the UWS Regulatory Framework

(Chapter 1) and the associated UWS Work Based and Placement Learning Handbook (UWS, 19/20). The aim of work based learning is to provide students with the opportunity to gain academic credit which contributes to their professional and personal development. Students will be expected to undertake 364 hours of work based learning. To enhance learning and development, forty hours of work based learning should be undertaken out with the student's own place of work within alternative community settings. Students will be provided with protected learning hours (equivalent to approximately 3.5 hours per week) to facilitate work based learning.

Students will be supported by a named Clinical Guide who will be a registered nurse with suitable knowledge and experience in their field of practice. All work based learning hours must be recorded in the Student's portfolio and verified by the Clinical Guide.
All practice areas are subject to Educational Audit and monitored for use by the University.

Attendance and Engagement
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this programme, academic engagement equates to the following:

It is expected that students will participate in all delivered elements as part of their engagement with their programme of study.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

In line with current legislation (Equality Act, 2010) and the UWS Equality Scheme (2011) inclusiveness in this programme is achieved through the:

Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to students and prospective students.

Promotion of confidence and knowledge of their rights as a student and employee. Promotion of respect and knowledge of client diversity, their needs, rights and associated practitioner responsibilities.

The above aims are supported by the programme team and guide the content, teaching, learning, assessment and evaluation within the programme.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of the programme. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced as a result of disclosure.

To enable the programme to be responsive to the demand for equality and diversity, procedures and processes have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders through the life of the programme is also central to meeting commitments

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 7	
Learning Outcomes	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	
E3	
E4	
E5	

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 7 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 7
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

SCQF LEVEL 8	
Learning Outcomes	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	
E3	
E4	
E5	

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term 1	2	3	Footnotes

				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 8 **Criteria for Progression and Award** *Please refer to [UWS Regulatory Framework](#) for related regulations*

SCQF LEVEL 9	
Learning Outcomes (Maximum of 5 per heading**)**	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	
E3	
E4	
E5	

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	**2**	**3**	
				☐	☐	☐	
				☐	☐	☐	

				Term			
					☐	☐	☐	
					☐	☐	☐	
					☐	☐	☐	
					☐	☐	☐	
Footnotes for Core Modules								

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	**2**	**3**	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 9
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

SCQF LEVEL 10	
Learning Outcomes (Maximum of 5 per heading**)**	
Knowledge and Understanding	
A1	Demonstrate a broad and critical understanding of the integrated contemporary health and social care context
A2	Demonstrate a critical understanding the principles, theories and concepts across the integrated health and social care context
A3	Demonstrate a detailed knowledge and understanding of the role of the community nurse practitioner within the wider integrated health and social care context
A4	Demonstrate a detailed understanding of the roles of the wider health and social care partnership team

A5	Demonstrate the core generalist knowledge required for safe and effective practice across a range of community roles
Practice - Applied Knowledge and Understanding	
B1	Develop a range of professional skills in assessing, planning and implementing evidence based practice in relation to nursing within the integrated health and social care context
B2	Demonstrate an applied knowledge of the context in which the practitioner's role is relevant to integrated health and social care provision to individuals, families wider networks and colleagues across the sector
B3	Demonstrate the ability to work without direct support; undertaking and reporting on autonomous decisions
B4	Practice in a range of community settings that include a degree of unpredictability, role variation and/or specialism
B5	
Communication, ICT and Numeracy Skills	
C1	Use a wide range of skills to communicate with peers, colleagues and service users on a professional level
C2	Demonstrate an ability to use a range of information, communication and digital technologies required for the wider integrated health and social care context
C3	Demonstrate the required level of numerical skills for safe and effective practice
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Critically identify, define conceptualise and analyse complex issues within the integrated community nursing context
D2	Engage in reviewing practice using a problem-solving approach and develop presentation, negotiation and decision-making abilities
D3	Develop creative responses to problems and contribute to strategies to promote health and well-being in individuals, families and the wider community population
D4	Gather, analyse and evaluate evidence from a range of sources and contribute to the development of professional practice
D5	
Autonomy, Accountability and Working with Others	
E1	Demonstrate professionalism, accountability and compassion to individuals, families and the wider population, respecting equality and diversity across the integrated health and social care context
E2	Use critical reflection and evaluation to identify strategies to ensure safe and effective person-centred care
E3	Contribute to effective and ethical management of resources across community roles, teams and departments
E4	Utilise leadership skills to engage and influence others and contribute to the management of change when necessary
E5	Contribute to effective multi-disciplinary/multiagency team working within the integrated health and social care context

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term 1	Term 2	Term 3	Footnotes
10	NURS10032	Contemporary Integrated Community Nursing	20	☒	☐	☐	year 1
10	NURS10033	Improving Assessment & Professional Practice	20	☐	☒	☐	year 1
10	NURS10014	Leadership in Health and Social Care	20	☒	☐	☐	year 2
10	NURS10035	Integrated Community Nursing WBL	40	☒	☒	☒	long thin module that runs over 3 terms and 2 academic years
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term 1	Term 2	Term 3	Footnotes
9	NURS09230	Community Nurse Prescribing V150	20	☐	☒	☐	
9	NURS09205	Introduction to Palliative Care	20	☐	☒	☐	
9	NURS09229	Essentials of Dementia Care	20	☐	☒	☐	
9	NURS09237	The Context of Integration	20	☐	☒	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 10
Criteria for Progression and Award
Please refer to [***UWS Regulatory Framework***](UWS Regulatory Framework) ***for related regulations***
Students completing the programme (four core modules and one option module, 120 credits) will be eligible for the award of Graduate Diploma Integrated Community Nursing.

Students will be eligible for the award of distinction in line with the UWS Regulatory Framework.

Students who are unable, for any reason, to complete all five modules (120 credits), can on completion of a minimum of 60 credits exit with a Graduate Certificate Integrated Community Nursing award.

SCQF LEVEL 11 – Integrated Masters	
Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	
E3	

E4	
E5	

Level 11 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	**2**	**3**	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 11 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	**2**	**3**	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 11 **Criteria for Award** *Please refer to UWS Regulatory Framework for related regulations*

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the [University Regulatory Framework](#).

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61).

For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.

For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Version no: 1

Change/Version Control

What	When	Who