

Programme Specification

2020/21

Part A: Programme Summary Information

1 Title of Programme	Diploma in Tropical Nursing		
2 Programme Code	DTN		
3 Entry Award (s):			
3a Entry Award 1	N/A		
3b Entry Award 2	N/A		
3c Entry Award 3	N/A		
4 Exit Award (s):			
4a Exit Award 1	N/A		
4b Exit Award 2	N/A		
4c Exit Award 3	N/A		
5a Start Date	September 2019	5b End Date	September 2020
6 Frequency of Intake	Biannually in May and December		
7 Mode of Study	FT		
8a Applicable Framework	UoL Framework for FT or PT Postgraduate Programmes		
8b Exemption Required			
8c Exemption Approved			
8d Details of Exemption			
9 Director of Studies	Frances Wood		
10 Board of Studies			
11 Board of Examiners			
12 External Examiner(s)	Jeff Evans, University of South Wales		
13 Professional or Other Body			
14 Reference Points	CPD expectations of Nursing and Midwifery Council		
15a Home/EU Fee	£1,800	15b Overseas Fee	£1,800
16 Additional Costs to the Student	None.		

Part B: Programme Aims and Outcomes

17 Overview of the Programme

The Diploma in Tropical Nursing (DTN) is awarded by the Liverpool School of Tropical Medicine (LSTM) as part of its suite of non-credit bearing Professional Diploma programmes aimed at enhancing the knowledge, skills and competencies of health care professionals working in low and middle-income resource settings. The DTN aims to familiarize participants with common health issues in overseas settings, helping them develop their analytical, problem solving and practical nursing skills. The curriculum is flexible to include sessions relevant to current international events and also contains a strong laboratory element. The programme provides up-to-date factual knowledge and current best practice, as well as opportunities to develop practical hands-on skills relevant to nursing. The Programme is accredited by the Royal College of Nursing for 90 study hours. The curriculum is informed by the requirements of organisations deploying nurses in low and middle income countries (e.g. Mediciens Sans Frontieres; Voluntary Service Overseas) and is designed to introduce common health topics that nurses and midwives are likely to come across whilst working in these settings.

18 Aims of the Programme

No.	Specific Aim	Entry Award
1	Equip participants with knowledge and practical skills relevant to nursing in low and middle income countries.	
2	Produce graduates who are informed and effective professionals, able to work in teams as well as individuals.	
3	Facilitate high quality learning that is informed by up-to-date knowledge and current best practice.	
4	Develop independent and reflective approaches to study that will enable graduates to continue to learn in the future.	

19 Skills and Other Attributes

No.	Skill/Attribute	Module(s)	Mode of Assessing
1	Communicate effectively both in writing and orally		Reflective written assignment centred on a case study of the participant's choice (50%)
2	Retrieve information and use IT efficiently		Reflective written assignment centred on a case study of the participant's choice (50%)
3	Work both as an individual and as a member of a group		Reflective written assignment centred on a case study of the participant's choice (50%)
4	Demonstrate analytical and problem solving skills		Unseen examination (50%) Reflective written assignment centred on a case study of the participant's choice (50%)
5	Take responsibility for self-directed learning and manage time efficiently.		Unseen examination (50%) Reflective written assignment centred on a case study of the participant's choice (50%)

20 Subject Based Learning Outcomes

A Knowledge and Understanding. Upon successful completion of the programme, a student should have developed and be able to demonstrate:

No.	Learning Outcome	Module(s)	Mode of Assessing	Entry Award
1	The aetiology, prevention, treatment and nursing care of key health issues in low and middle income countries.		Unseen examination (50%) Reflective written assignment centred on a case study of the participant's choice (50%)	
2	The organisation and provision of health care in resource poor settings		Unseen examination (50%) Reflective written assignment centred on a case study of the participant's choice (50%)	
3	Approaches to promoting health in resource poor settings		Unseen examination (50%) Reflective written assignment centred on a case study of the participant's choice (50%)	
4	The qualities needed for exercising personal responsibility and decision making in complex and unpredictable circumstances		Reflective written assignment centred on a case study of the participant's choice (50%)	

B Cognitive Skills. Upon successful completion of the programme, a student should be able to:

No.	Learning Outcome	Module(s)	Mode of Assessing	Entry Award
1	Synthesise, analyse, evaluate and interpret critically information from a variety of sources.		Formative Assessment: On-line pre-course reflective activity based on set readings. Reviewed before the start of the course to assess competencies. Summative Assessment: Reflective written assignment centred on a case study of the participant's choice.	
2	Reflect on own practice and learning		Formative assessment: On line pre-course activity based on set readings. Reviewed before the start of the course to assess	

			competencies. Summative Assessment: Reflective written assignment centred on a case study of the participant's choice.	
3	Solve problems relevant to own professional practice		Formative Assessment: On-line pre-course activity based on set readings. Reviewed before the start of the course to assess competencies. Summative Assessment: Reflective written assignment centred on a case study of the participant's choice.(50%)	

C Practical/Professional Skills. Upon successful completion of the programme, a student should be able to:

No.	Learning Outcome	Module(s)	Mode of Assessing	Entry Award
1	Demonstrate an awareness of cultural issues		Formative Assessment: On-line pre-course activity based on set readings. ((50%) Summative Assessment: Reflective written assignment centred on a case study of the participant's choice (50%)	
2	Evaluate ethical issues where there are human and material resource constraints		Formative assessment: On-line pre-course activity based on set readings. Summative assessment: Reflective written assignment centred on a case study of the participant's choice.	
3	Use appropriately a range of basic laboratory tests and interpret the results correctly		Summative Assessment: Unseen examination (50%)	

21 Career Opportunities

This programme is designed to enhance students' employability, particularly with organisations employing nurses in lower and middle income countries.

Part C: Entrance Requirements

22 Academic Requirements	Registered General Nurse or Midwife.
23 English Language Requirements	The programme is taught in English. Applicants whose first language is not English must normally provide evidence of an IELTS (International English Language Testing System) score of at least 6.5 with a minimum of 5.5 in all learning components, or a TOEFL (Test of English as a Foreign Language) score of at least 88 for the Internet-based Test (iBT), with minimum scores of 21 for Listening and Writing, 22 for Reading and 23 for Speaking. Tests should be within their validity period of 2 years. Other English Language Tests and country specific English Language qualifications are also accepted - a full list with details of levels required can be found on the LSTM website (http://www.lstmed.ac.uk/study/how-to-apply/english-language-requirements). Applicants who have recently completed a degree level qualification taught in a majority English speaking country (as defined by UK Visas and Immigration (UKVI)) may also be accepted at the discretion of the Director of Studies.
24 Recognition of Prior Learning	N/A
25 Work Experience	At least two years post-registration practice
26 Other Requirements	None.

Part D: Programme Structure

27a Overview

The DTN is based around three core themes:

- Care provision and management of common conditions
- Professional, ethical and legal practice
- Professional development

Prior to the taught component, students must complete a self-directed programme of reading and complete an on-line formative activities.. Students attend 5 days per week whilst the taught component is running, with an unseen examination held on the final day. The taught component is followed by an assessment period of 3 weeks for completion of a written assignment.

The following Learning and Teaching methods are applied in combination to assist students in attaining learning outcomes:

Formative Assessment: On-line pre-course activities based on set readings is completed. This is reviewed before the taught component to enable participants to discuss and reflect on their level of professional skills and competencies at the beginning of the programme.

Keynote Lectures: These form the basis of the three-week taught component of the DTN. They are used as a vehicle for introducing the participants to key topic areas. The lecturers are informed of the characteristics pertaining to the nurse's role and are encouraged to focus their content and delivery appropriately.

Case Studies: These are examples taken from real life to show how health problems and their causes are identified, how they are addressed, and how solutions are found in a well-defined context. They are used to explore how "theory" works in the real world and to learn from empirical experience. This learning method is of particular importance to bridge the gap between theory and practice and to facilitate the application of theory. To this end, DTN participants will work individually and in groups on case study scenarios that they may well encounter in their future overseas work. The case studies provide real life examples of health issues and how they can be addressed by nurses and include ethical and cultural considerations.

Integrated Laboratory Practical Sessions: These are used for practising diagnostic and other lab skills with support from highly trained and experienced facilitators. The practical classes enhance the student's ability to use and interpret common laboratory tests.

In-Course Oral Presentations: These are used to develop communication skills.

27b Timetable

Core Timetable:

Day 1	Welcome and Introduction to DTN Programme
Day 2	Malaria/Neglected Tropical Diseases (NTDs)
Day 3	Global Health/Humanitarian and Development Aid
Day 4	Parasites
Day 5	Snakes/Child Health 1
Day 6	Child Health 2
Day 7	TB and HIV
Day 8	Neglected Tropical Diseases (NTDs)
Day 9	Sexual and Reproductive Health
Day 10	Laboratory Day 1
Day 11	Laboratory Day 2
Day 12	Non-communicable Diseases/Refugee Health/Mental Health/Conflict and Migration
Day 13	Public Health/Primary Care/Management and Leadership
Day 14	Gender and Health/Various Topics
Day 15	Summative exam

27c Options

--

Part E: Learning, Teaching and Assessment Strategies

28 Learning, Teaching & Assessment Strategy

The learning and teaching strategy has been designed to foster self-directed learning skills and to enable students to integrate and evaluate their own learning. Knowledge and Understanding are developed through a combination of the pre-course online module, lectures, case studies, group work, practical laboratory exercises and in-course reading. This range of Learning & Teaching approaches provide a rich and encouraging environment in which students will acquire knowledge and skills throughout the duration of the DTN. The programme includes both factual information and applied knowledge and skills. Self-directed learning using on-line resources is used as a way to consolidate learning from contact teaching and develop key transferable skills. Information retrieval, group working and problem solving will underpin much of the learning and a culture of reflective practice and self-evaluation is encouraged throughout. The following Learning & Teaching methods are applied in combination to assist students in attaining learning outcomes:

Formative Assessment, Keynote lectures, Case Studies, Integrated Laboratory practical sessions, In-course oral presentations.

29 Assessment Schedule

The assessment strategy is designed to encourage participants to develop their clinical knowledge as well as a range of practical nursing skills (eg using lab-based techniques for diagnosis and the basic nursing care of a patient with a particular disease or health problem). There are both formative activities and summative assessments.

A structured on-line module is made available to the students at least 6 weeks in advance of coming to Liverpool and is expected to take approximately 20 hours to complete. A series of optional 'early bird' activities are also available. Students' learning is formatively assessed in class on the first day of the course via an interactive quiz created using 'Turningpoint' software and answered using electronic personal response systems ('clickers'). The quiz is designed to allow students to reflect on their skills and knowledge prior to starting the DTN, to identify gaps and to plan to address these during the programme, as well as making them familiar with Turningpoint as a learning tool. As the taught component progresses, students undertake formative MCQ quizzes in class and also have access to self-assessment resources on-line. Selected laboratory exercises are assessed formatively in the laboratory handbook in order to give students on-going feedback.

There are two summative assessments:

Unseen examination (50%): This two hour examination is held on the final day of the course and includes both multiple choice and short answer questions based around case studies. It covers both factual knowledge and application of theory, including interpretation of laboratory tests.

Written assignment (50%): Students complete a 2000 word assignment centered on a case study of their choice. This assessment requires students to demonstrate the ability to identify and analyse a problem from a nursing perspective, appraise different options available, and select a solution appropriate to the particular context. It also requires a reflective approach to place the knowledge and skills gained on the programme within the context of future professional practice. The report is submitted 3 weeks after completion of the taught component and is expected to take approximately 30 hours to complete. During this period, students have access to on-line tutor advice and peer support.

30 Pass Mark

Candidates who achieve a minimum mark of 50% in both summative assessments and an overall mark of 50% or above will be eligible for the award of an LSTM-certified Professional Diploma in Tropical Nursing. A grade of Distinction will be awarded for candidates achieving an overall mark of 70% or above.

31 Compensation and Resits

Candidates who fail summative assessments may re-sit those assessments on one further occasion at the discretion of the Board of Examiners.

32 Marking Descriptors

%	COMMENTS
90-100	Distinction Absolutely outstanding answer. Factually flawless; strong degree of originality and critical insight; clearly organised; comprehensive coverage; extensive evidence of supplementary reading; style and presentation excellent.
80-89	Distinction Outstanding answer. Factually flawless; clearly organised; logical; good evidence of supplementary reading; originality and critical insight present; style and presentation excellent.
70-79	Distinction Very good answer. Factually flawless; some originality of thought and critical insight; evidence of outside reading; good coverage; style, presentation and organisation very good.
60-69	Merit Comprehensive answer. Clear; logical; thorough; factually sound with no serious errors; evidence of outside reading and/or originality and critical insight; style, presentation and organisation good.
50-59	Pass Adequate answer. Accurate but limited to lecture material; perhaps some errors or key facts missing; no originality; little evidence of outside reading; style, presentation and organisation moderate.
40-49	Fail Incomplete answer. Information fairly sparse; some inaccuracies; answer broadly relevant to question but poor coverage of lecture material; no sign of outside reading; style, presentation and organisation poor.
30-39	Fail Deficient answer. Poorly directed at question; many omissions or errors but some relevant facts correct; understanding poor; style, presentation and organisation poor.
15-29	Fail Very deficient answer. Answer largely irrelevant to the question; a few facts correct but many omissions and errors; style, presentation, grammar and organisation very poor.
0-14	Fail Totally inadequate answer. Little relevance to question or little factual material; wrong approach; style, presentation, grammar and organisation extremely poor.

33 Final Award and Alternative Qualifications



Part F: Quality Assurance

34 Examination Process

The DTN Board of Examiners consists of the Director of Studies (Chair), the Director of Education, the Quality Assurance Manager, the External Examiner and all members of academic staff who have made a major contribution to the teaching and assessment of the programmes. The Terms of Reference are as follows:

- To monitor methods of assessment against set learning outcomes and programme requirements
- To ensure standards of assessment are maintained
- To assess students' performance in accordance with regulations
- To reach overall decisions concerning awards
- To make recommendations to the Board of Studies on the conduct and standards of all assessment procedures

External Examiner is responsible for ensuring that awards made by the LSTM are of a comparable standard with those of similar subjects and awards of other Higher Education Institutions in the United Kingdom, as stated in the Code of Practice on External Examining which is available at: <http://www.lstmed.ac.uk/study/quality-manual>
Further information on the assessment policies and procedures can be found in the LSTM Professional Diploma Student Handbook.

Information on the purpose, method and schedule of assessment and the timescales for the submission of assessments can be found in the Programme Handbook available on the LSTM student VLE (Virtual Learning Environment) Brightspace.

35 Student Representation and Feedback

LSTM is committed to receiving and responding to student feedback in order to develop learning and teaching within the institution and to improve the overall quality of the student experience. Students are invited to evaluate the programme on a weekly basis, during focus groups and upon completion via an on-line survey tool. There are also opportunities for ongoing informal feedback via the Director of Studies. Students are encouraged to elect two class representatives to facilitate communication with staff.

Part G: Diversity and Equality of Opportunity and Widening Participation

36 Diversity and Equality Statement

The programme's design, structure and content are consistent and compliant with the LSTM Policy on Diversity and Equality of Opportunity. LSTM provides a multicultural, multidisciplinary learning environment in which all students benefit from the opportunity to share diverse experiences and outlooks, supported by staff who are themselves from a variety of national and cultural backgrounds and spend significant periods of time working overseas. LSTM recognises that some students need extra help and guidance in adjusting to a new country, culture or learning environment. Accordingly, we provide a comprehensive range of relevant non-academic student support services. Reasonable adjustments are made to assessment for disabled students in line with the LSTM Code of Practice on Student Support and Welfare.

Part H: Status of Professional, Statutory or Regulatory Body Accreditation

37 Accreditation Status

The Royal College of Nursing has accredited this Programme with 90 study hours.

Annex: Modifications

Annex of Modifications made to the Programme - Related List of Modification

Description of Modification (Please include details of any student consultation undertaken or confirm that students' consent was obtained where this was required)	Major/Minor Modifications	Date Approved by QMC	Date Approved by Mgt Cttee	Cohort Affected
---	----------------------------------	-----------------------------	-----------------------------------	------------------------