

Programme Major Modification report

Section one

<p>Programme provider name:</p>	<p>Cardiff University</p>
<p>In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i></p>	<p>Aneurin Bevan University Health Board Cardiff and Vale University Health Board</p>
<p>Programme reviewed: <i>This is the NMC programme title(s)</i></p>	<p>Select the specialist practitioner programme(s) to be reviewed:</p> <p>Specialist practitioner - District nursing with integrated V100 nurse prescribing <input checked="" type="checkbox"/></p> <p>Specialist practitioner - District nursing with integrated V300 nurse prescribing <input type="checkbox"/></p> <p>Specialist practitioner - adult nursing <input type="checkbox"/></p> <p>Specialist practitioner - mental health <input type="checkbox"/></p> <p>Specialist practitioner - child <input type="checkbox"/></p> <p>Specialist practitioner - learning disabilities <input type="checkbox"/></p> <p>Specialist practitioner - general practice nursing <input checked="" type="checkbox"/></p> <p>Specialist practitioner - community mental health nursing <input type="checkbox"/></p> <p>Specialist practitioner - community children's nursing <input type="checkbox"/></p> <p>Specialist practitioner - community learning disabilities nursing <input type="checkbox"/></p> <p>Specialist practitioner - occupational health nursing <input type="checkbox"/></p> <p>Specialist practitioner - school nursing <input type="checkbox"/></p> <p>Apprenticeship route</p> <p>Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship <input type="checkbox"/></p>

AEI programme title(s):	
<p>Current AEI programme title(s): <i>Please include the title of the programme(s) affected by this modification or add N/A if the modification doesn't apply to a current AEI programme/route (for example new routes are being added that have a different title to those already approved)</i></p>	<p>Post Graduate Diploma Community Health Studies, (specialist practitioner- District Nursing) Post Graduate Diploma Community Health Studies (Specialist Practitioner – General Practice Nursing)</p>
<p>Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i></p>	<p>Postgraduate Diploma Community Health Studies Specialist Practice Qualification (SPQ) (District Nursing/ General Practice Nursing)</p>
<p>Additional AEI programme title(s) if applicable: <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i></p>	<p>N/A</p>
Academic level of current programme:	
<p>Specialist practitioner - District nursing with integrated V100 nurse prescribing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>Specialist practitioner - District nursing with integrated V300 nurse prescribing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>

<p>Specialist practitioner - adult nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>Specialist practitioner - mental health</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>Specialist practitioner - child</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>Specialist practitioner - learning disabilities</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>Specialist practitioner - general practice nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>Specialist practitioner - community mental health nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>

Specialist practitioner - community children's nursing	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Specialist practitioner - community learning disabilities nursing	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Specialist practitioner - occupational health nursing	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Specialist practitioner - school nursing	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Academic levels of modified/additional programme(s)/route(s):	
Specialist practitioner - District nursing with integrated V100 nurse prescribing	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10</p>

	<input type="checkbox"/> Level 11 <input type="checkbox"/> N/A
Specialist practitioner - District nursing with integrated V300 nurse prescribing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
Specialist practitioner - adult nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
Specialist practitioner - mental health	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
Specialist practitioner - child	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
Specialist practitioner - learning disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7

	<p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Specialist practitioner - general practice nursing	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
Specialist practitioner - community mental health nursing	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Specialist practitioner - community children's nursing	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
Specialist practitioner - community learning disabilities nursing	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>

<p>Specialist practitioner - occupational health nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Specialist practitioner - school nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Programme approval dates:</p>	
<p>Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i></p>	<p>29 April 2015</p>
<p>Date(s) of NMC approval of any modifications since last approval:</p>	<p>N/A</p>
<p>Programme start dates:</p>	
<p>Current modification programme start date:</p>	

<p>Specialist practitioner - District nursing with integrated V100 nurse prescribing Specialist practitioner - District nursing with integrated V300 nurse prescribing</p> <p>Specialist practitioner - adult nursing Specialist practitioner - mental health Specialist practitioner - child Specialist practitioner - learning disabilities</p>	<p>27 September 2021</p> <p></p> <p></p> <p></p> <p></p> <p></p>
<p>Specialist practitioner - general practice nursing Specialist practitioner - community mental health nursing Specialist practitioner - community children's nursing Specialist practitioner - community learning disabilities nursing Specialist practitioner - occupational health nursing Specialist practitioner - school nursing</p> <p>Apprenticeship route</p> <p>Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship</p>	<p>27 September 2021</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p>
<p>Date of modification:</p>	<p>4 August 2021</p>
<p>Type of modification:</p>	<p>Desktop</p>
<p>QA visitor(s):</p>	<p>Registrant Visitor: Julie Bliss</p>

Section two

Summary of review and findings

Cardiff University (the university), school of health care sciences (the school) present a modification of the approved specialist practitioner qualification district nursing (SPQ DN) and specialist practitioner qualification general practice nursing (SPQ GPN) with integrated community prescribing (V100) programme. The modification is to confirm that the programme remains compliant with the Standards for specialist education and practice following the approval of the V100 against the 2018 Nursing Midwifery Council (NMC) Standards for prescribing programmes (SPP). The route is offered as a postgraduate diploma. The SPQ programme with DN and SPQ routes was approved on 29 April 2015. The current provision of a full time one year and a part-time two-year route will continue.

Programme development has been informed by the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018). The Standards for student supervision and assessment (SSSA) (NMC, 2018) are adopted. The programme is mapped to the Standards for specialist education. The programme is further informed by the SPP (NMC, 2018) and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS, 2016) competency framework for all prescribers) (NMC, 2018). The V100 award is integrated in the postgraduate diploma programme. The university prescribing programme against the SPP was approved by the NMC on 2 July 2021.

There's evidence of effective partnership working within the school and programme. Documentary evidence and discussion at the modification event show effective partnership working with practice learning partners (PLPs), students and service users and carers (SUCs). The following PLPs have been involved in the programme development and continue to work in partnership with the university, Aneurin Bevan University Health Board and Cardiff and Vale University Health Board.

Core and specific modules are undertaken at academic level seven. The programme modification is required as the V100 has been updated to reflect the SPP. For the SPQ DN route the V100 is integrated into the level seven 30 credit modules Contemporary issues in DN. The programme includes three more level seven 30 credit modules: Fundamental in community practice, Leadership in community nursing – transforming care and Research methods and health

improvement in community nursing. For the SPQ GPN route the V100 is integrated into the level seven 30 credit modules Contemporary issues in practice nursing. The programme includes three more level seven 30 credit modules: Fundamental in community practice, Leadership in community nursing – transforming care and Research methods and health improvement in community nursing.

Documentary evidence confirms that the programme meets the requirements of the 2001 NMC Standards for specialist education and practice (SSEP) and the SPP. The practice assessment documents for each of the modules also reflect the SSEP, the practice assessment documents for Contemporary issues in DN and Contemporary issues in practice nursing include the SPP.

Arrangements at programme level meet the SFNME and the SSSA. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

- Programme is recommended to the NMC for approval
- Programme is recommended for approval subject to specific conditions being met
- Recommended to refuse approval of the programme

Conditions:

Effective partnership working: collaboration, culture, communication and resources:

None identified.

Selection, admission and progression:

None identified.

Practice learning:

None identified.

Assessment, fitness for practice and award:

None identified.

	Education governance: management and quality assurance: None identified.
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	N/A
Focused areas for future monitoring:	N/A

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: N/A	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	N/A

Section three

NMC Programme standards

Please refer to NMC standards reference points
[Standards for specialist education and practice](#) (NMC, 2001)
[Standards framework for nursing and midwifery education](#) (NMC, 2018)
[Standards for student supervision and assessment](#) (NMC, 2018)
[The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates](#) (NMC, 2015 updated 2018)
[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020)
[QA Handbook](#) (NMC, 2020)

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

Please refer to the following NMC standards reference points for this section:

[Standards framework for nursing and midwifery education](#) (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC [Standards for student supervision and assessment](#)

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

[Standards for student supervision and assessment](#) (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

The modification is to confirm that the programme remains compliant with the SSEP following the approval of the V100 against the SPP.

Documentary evidence confirms that the programme modification has been developed in partnership with PLPs, students and SUCs. There's clear commitment to effective partnership working within the school, students, SUCs and PLPs. Documentary evidence demonstrates governance structures and staff resources support effective partnership working with PLPs, students and SUCs.

Recruitment and selection of students is set out and undertaken in partnership by the programme team and PLPs and reflects the requirements of the SSEP and

SPP. The documentary evidence shows that students are considered partners in programme development and delivery.

Practice is assessed using practice assessment documents for each module which are underpinned by the SSSA and reflects the SSEP and SPP. These include opportunities for SUCs to feedback on student performance in the practice learning environment and includes formative and summative assessment throughout the programme. Summative assessment is undertaken by practice assessors and academic assessors.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

MET **NOT MET**

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

MET **NOT MET**

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Community Practitioner Nurse Prescriber (V100)

Please indicate whether the V100 is an integrated or optional element of the Specialist practice programme.

Optional **Integrated** **N/A**

Please indicate whether the V100 is to be approved at this event against the [Standards for prescribing programmes](#) and [Standards of proficiency for nurse](#)

and midwife prescriber (adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2018)

YES NO

OR

If V100 is approved against Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber provide the date it was approved:

2 July 2021

Independent and Supplementary Prescribing (V300)

Please indicate whether the V300 is an integrated or optional element of the Specialist practice programme.

Optional Integrated N/A

Independent and supplementary prescribing is not offered as part of the specialist practice programme.

Please indicate whether the V300 is to be approved at this event against the Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2018)

YES NO

OR

If V300 is approved against Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber provide the date it was approved:

Independent and supplementary prescribing (V300) was approved on 2 July 2021 and is neither integrated nor an optional element of the Specialist practice programme.

Proposed transfer of current students to the programme under review

Education institutions and their practice learning partners may propose to transfer current students to the programme under review. Evidence must be provided to support this proposed transfer.

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the [Standards for specialist education and practice](#) (NMC, 2001) will be met if existing students are to transfer to the proposed programme.

Current students will not transfer to the modified programme and they will continue on the current programme.

Transfer of current students to Standards for student supervision and assessment (NMC, 2018)

Education institutions and their practice learning partners may propose to transfer current students to the [Standards for student supervision and assessment](#) (NMC, 2018). If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

From your documentary analysis and your meetings provide an evaluative summary to confirm how the transfer to the [Standards for student supervision and assessment \(SSSA\)](#) will be met.

The programme transferred to the SSSA in September 2020.

Programme standards - [Standards for specialist education and practice](#)

Recording the qualification of specialist practice

Standard 9: Entry requirements

- An entry on the relevant and appropriate part of the register
- Have completed a period of experience of sufficient length to have consolidated **pre-registration outcomes** and to have gained a deeper understanding in relevant professional practice.

Findings against the standard and requirements

Evidence provides assurance that the following is met:

- An entry on the relevant and appropriate part of the register
YES NO
- Have completed a period of experience of sufficient length to have consolidated pre-registration outcomes and to have gained a deeper understanding in relevant professional practice.
YES NO

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met
YES NO

Outcome

Is the standard met? MET NOT MET

Date: 4 August 2021

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: MET NOT MET

N/A

Standard 9.4: Length and content of programme

- No less than first degree level
- No less than 32 weeks
- 50 percent theory and 50 percent practice

Key principles:

- Combination of core and specific modules – core no less than 1/3 and no more than 2/3 of total
- A coherent programme of learning

- Flexible modes of delivery
- Linked to higher education accreditation
 - Credit for APL and APEL

Findings against the standard and requirements

Evidence provides assurance that the following are met:

- | | | |
|---|---|-----------------------------|
| • No less than first degree level | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| • No less than 32 weeks | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| • 50 percent theory and 50 percent practice | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the key principles below are met or not met

Key principles:

- Combination of core and specific modules – core no less than 1/3 and no more than 2/3 of total

MET NOT MET

Unchanged through this modification.

- A coherent programme of learning

MET NOT MET

Unchanged through this modification.

- Flexible modes of delivery

MET NOT MET

Unchanged through this modification.

- Linked to higher education accreditation

MET NOT MET

Unchanged through this modification.

- Credit for APL and APEL

MET NOT MET

Unchanged through this modification.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to curricula and assessment are met

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 4 August 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Fall Back Award

Standards framework for nursing and midwifery education, specifically R2.11, R2.20

Findings against the standards and requirements

Fall Back Award

If there is a fall back exit award with registration as a specialist practitioner all NMC standards and proficiencies are met within the award

YES **NO** **N/A**

There is no fall back exit award that confers a NMC award.

Assurance is provided that the [Standards framework for nursing and midwifery education relevant](#) to the qualification to be awarded are met

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

Date: 4 August 2021

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met: MET NOT MET

N/A

Standard 11: Learning Outcomes

- Clinical nursing practice
- Care and programme management
- Clinical practice leadership
- Clinical practice development

Findings against the standard and requirements

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the learning outcomes below are met or not met

- Clinical nursing practice
- Care and programme management
- Clinical practice leadership
- Clinical practice development

MET NOT MET

The programme modification is required as the V100 has been updated to reflect the SPP. The V100 is integrated into the level seven 30 credit module Contemporary issues in district nursing and Contemporary issues in practice nursing. The programme includes three more level seven 30 credit modules: Fundamental in community practice, Leadership in community nursing – transforming care and Research methods and health improvement in community nursing. Documentary evidence confirms that the programme meets the requirements of the SSEP and the SPP.

The practice assessment documents for each of the modules also reflect the SSEP, the practice assessment documents for Contemporary issues in DN and contemporary issues in practice nursing include the SPP.

Outcome

Is the standard met? MET NOT MET

Date: 4 August 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 12: Content of education for common core	
<ul style="list-style-type: none"> Content 	
Findings against the standards and requirements	
<p>Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the common core content is met or not met</p> <ul style="list-style-type: none"> Content <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Unchanged through this modification.</p>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 4 August 2021	
Post event review	
Identify how the condition(s) is met:	

N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Core Standards 13: Common Core Learning Outcomes

- Clinical nursing practice
- Care and programme management
- Clinical practice leadership
- Clinical practice development

Findings against the standards and requirements

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the common core learning outcomes below are met or not met

- Clinical nursing practice
- Care and programme management
- Clinical practice leadership
- Clinical practice development

MET **NOT MET**

Unchanged through this modification.

Outcome

Is the standard met? **MET** **NOT MET**

Date: 4 August 2021

Post event review

Identify how the condition(s) is met:

NA	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
NA	

Programme specific standards	
<ul style="list-style-type: none"> Standards for entry 	
Findings against the standards and requirements	
Evidence provides assurance that the standards for entry are met:	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 4 August 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Programme specific standards	
<p>Specific learning outcomes</p> <ul style="list-style-type: none"> • Clinical nursing practice • Care and programme management 	
Findings against the standards and requirements	
<p>Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the programme specific learning outcomes below are met or not met</p> <ul style="list-style-type: none"> • Clinical nursing practice • Care and programme management <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>The programme modification is required as the V100 has been updated to reflect the SPP. The V100 is integrated into the level seven 30 credit modules contemporary issues in district nursing and contemporary issues in practice nursing. The programme includes three more level seven 30 credit modules: Fundamental in community practice, Leadership in community nursing – transforming care and Research methods and health improvement in community nursing. Documentary evidence confirms that the programme meets the requirements of the SSEP and the SPP.</p> <p>The practice assessment documents for each of the modules also reflect the SSEP, the practice assessment documents for Contemporary issues in DN and Contemporary issues in practice nursing include the SPP. The Practice assessor for DN and GNP must have both the SPQ and V100 qualification.</p>	
<p>Assurance is provided that the Standards framework for nursing and midwifery education relevant to curricula and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
Outcome	
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>	

Date: 4 August 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Section four

Sources of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors		
<i>Please specify route:</i>		
<i>SPQ - District nursing with integrated V100 nurse prescribing</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>SPQ - District nursing with integrated V300 nurse prescribing</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>SPQ - adult nursing</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>SPQ - mental health</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>SPQ - child</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>SPQ - learning disabilities</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>SPQ - general practice nursing</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>SPQ - community mental health nursing</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>SPQ - community children's nursing</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>SPQ - community learning disabilities nursing</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>SPQ - occupational health nursing</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>SPQ - school nursing</i>		
Apprenticeship route	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>SPQ - District nursing with integrated V300 nurse prescribing apprenticeship</i>		
Student facing documentation including programme handbook		
<i>Please specify route:</i>		
<i>SPQ - District nursing with integrated V100 nurse prescribing</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>SPQ - District nursing with integrated V300 nurse prescribing</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>SPQ - adult nursing</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>SPQ - mental health</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

SPQ - child	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SPQ - learning disabilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SPQ - general practice nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SPQ - community mental health nursing	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SPQ - community children's nursing	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SPQ - community learning disabilities nursing	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SPQ - occupational health nursing	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SPQ - school nursing	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Apprenticeship route		
SPQ - District nursing with integrated V300 nurse prescribing apprenticeship	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation (PAD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook:	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) at programme level (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for specialist education and practice</i> (NMC, 2001) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: Modification relates solely to SPQ DN.		

List additional documentation: None identified.
Additional comments: None identified.

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, please identify cohort year/programme of study:		
Service users and carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: The modification was undertaken via a desktop review.		
Additional comments: None identified.		

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		

If you stated no above, please provide the reason and mitigation: The modification was undertaken via a desktop review.
Additional comments: None identified.

Mott MacDonald Group Disclaimer

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author(s):	Julie Bliss	Date:	8 August 2021
Checked by:	Pamela Page	Date:	9 August 2021
Submitted by:	Shahzaib Ghafoor	Date:	18 August 2021
Approved by:	Leeann Greer	Date:	24 August 2021