

**Programme Major Modification report**

**Section one**

<p><b>Programme provider name:</b></p>	<p>University of Brighton</p>
<p><b>Programme reviewed:</b> <i>This is the NMC programme title(s)</i></p>	<p><b>Select the specialist practitioner programme(s) to be reviewed:</b></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 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><b>Apprenticeship route</b></p> <p>Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship <input type="checkbox"/></p>
<p><b>AEI programme title(s):</b></p>	
<p><b>Current AEI programme title(s):</b> <i>Please include all currently approved programme titles</i></p>	<p>BSc (Hons) Community Specialist Practice</p> <p>PG Dip Community Specialist Practice</p>

<p><b>Modified AEI programme title(s) if applicable:</b> <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>N/A</p>
<p><b>Additional AEI programme title(s) if applicable:</b> <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>
<p><b>Academic level of current programme:</b></p>	
<p>Specialist practitioner - District nursing with integrated V100 nurse prescribing</p>	<p>England, Wales, Northern Ireland  <input checked="" 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>
<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</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 - 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>

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

<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><input checked="" type="checkbox"/> N/A</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><input checked="" type="checkbox"/> N/A</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><input checked="" type="checkbox"/> N/A</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><input checked="" type="checkbox"/> N/A</p>
<p>Specialist practitioner - general practice 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>

	<input checked="" type="checkbox"/> N/A
Specialist practitioner - community mental health 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 - community children's 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 - community learning disabilities 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 - occupational health 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 - school nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7

	<p>SCQF</p> <p><input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10</p> <p><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</p> <p><input type="checkbox"/> Level 6    <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 9    <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p><b>Programme approval dates:</b></p>	
<p><b>Date of NMC approval of the programme being modified:</b> <i>This is the approval date under the most recent NMC standards.</i></p>	<p>10 January 2018</p>
<p><b>Date(s) of NMC approval of any modifications since last approval:</b></p>	<p>N/A</p>
<p><b>Programme start dates:</b></p>	
<p><b>Current modification programme start date:</b></p> <p>Specialist practitioner - District nursing with integrated V100 nurse prescribing</p> <p>Specialist practitioner - District nursing with integrated V300 nurse prescribing</p> <p>Specialist practitioner - adult nursing</p> <p>Specialist practitioner - mental health</p> <p>Specialist practitioner - child</p> <p>Specialist practitioner - learning disabilities</p>	<p><input type="text"/></p> <p><input type="text" value="5 September 2022"/></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p>



<p>Specialist practitioner - general practice nursing</p> <p>Specialist practitioner - community mental health nursing</p> <p>Specialist practitioner - community children's nursing</p> <p>Specialist practitioner - community learning disabilities nursing</p> <p>Specialist practitioner - occupational health nursing</p> <p>Specialist practitioner - school nursing</p> <p><b>Apprenticeship route</b></p> <p>Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship</p>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<b>Date of modification:</b>	20 September 2021
<b>Type of modification:</b>	Desktop
<b>QA visitor(s):</b>	Registrant Visitor: Joanna Dunn

**Section two**

Summary of review and findings	
<p>The University of Brighton (the university) school of sport and health sciences (the school) presented documentation for the major modification of the approved community specialist practitioner programme for district nursing, to replace the integrated V100 prescribing with the V300 prescribing qualification. The programme is offered at level six and level seven on a full and part time basis, with the majority of students undertaking it full time. The university is committed to partnership working with stakeholders. Programme documentation confirms that this change has been requested by practice learning partners (PLPs) and students.</p> <p>Programme documentation indicates that the programme content, mode of delivery and practice learning experiences are designed to enable students to meet the Standards for specialist education and practice Nursing and Midwifery Council (NMC) (2001), Standards for student supervision and assessment (SSSA) (NMC, 2018) and Standards framework for nursing and midwifery education (SFNME) (NMC, 2018).</p> <p>The university was approved for the delivery of the Standards for prescribing programmes (NMC, 2018) (V100 and V300) on 18 December 2020.</p> <p>Students on the BSc programme will study the V300 at level seven and the university will provide students with additional support for level seven study.</p> <p>The programme is recommended to the NMC for approval.</p>	
Recommended outcome of the approval panel	
<p><b>Recommended outcome to the NMC:</b></p>	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>

<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b> None identified.</p> <p><b>Selection, admission and progression:</b> None identified.</p> <p><b>Practice learning:</b> None identified.</p> <p><b>Assessment, fitness for practice and award:</b> None identified.</p> <p><b>Education governance: management and quality assurance:</b> None identified.</p>
<b>Date condition(s) to be met:</b>	N/A
<b>Recommendations to enhance the programme delivery:</b>	None identified.
<b>Focused areas for future monitoring:</b>	None identified.

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions:</b> N/A	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	N/A

<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input type="checkbox"/>
	Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	N/A

### Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><a href="#">Standards for specialist education and practice</a> (NMC, 2001)</p> <p><a href="#">Standards framework for nursing and midwifery education</a> (NMC, 2018)</p> <p><a href="#">Standards for student supervision and assessment</a> (NMC, 2018)</p> <p><a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018)</p> <p><a href="#">Quality assurance framework for nursing, midwifery and nursing associate education</a> (NMC, 2020)</p> <p><a href="#">QA Handbook</a> (NMC, 2020)</p>

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><a href="#">Standards framework for nursing and midwifery education</a> (NMC, 2018)</p> <p><b>Standard 1: The learning culture:</b></p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p><b>Standard 2: Educational governance and quality:</b></p> <p>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</p>

- 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.**

This major modification is to include the V300 prescribing programme within the district nursing programme. This is in response to feedback from both students and PLPs. The student evaluations recommended that the current programme could be improved by including V300 prescribing. PLPs have also requested that the V300 is included to ensure that district nurses can deliver the level of care required in practice to meet the needs of increasingly complex patients. PLPs are complimentary about the partnership working and responsiveness of the programme team in relation to the request to include V300 prescribing in the district nursing programme.

The programme team provided a bespoke group session to practice assessors and supervisors regarding the proposed change. There is evidence of positive feedback by the PLPs.

PLPs confirm that they are encouraging application to the programme at level seven. As the V300 is only approved at level seven, students on the BSc programme will be required to undertake the level seven V300 programme. The programme team confirm that additional support will be available for these students to study the V300 at level seven, with specific sessions and resources provided. The resources available to students include those on the digital learning platform such as MyStudies and ASK.

The other standards remain unchanged since the original approval on 10 January 2018.

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

**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**

Students will undertake the V300 prescribing programme.

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:  
 The V100 was approved on the 18 December 2018.

**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**

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:

The V300 was approved on the 18 December 2020.

**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.**

The programme team confirm that current students will not transfer to the new programme, with students being recruited directly onto the new programme from September 2022.

**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 team confirm that all students are currently meeting the SSSA.

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

Recording the qualification of specialist practice	
<b>Standard 9: Entry requirements</b>	
<ul style="list-style-type: none"> <li>An entry on the relevant and appropriate part of the register</li> <li>Have completed a period of experience of sufficient length to have consolidated <b>pre-registration outcomes</b> and to have gained a deeper understanding in relevant professional practice.</li> </ul>	
Findings against the standard and requirements	
<b>Evidence provides assurance that the following is met:</b>	
<ul style="list-style-type: none"> <li>An entry on the relevant and appropriate part of the register</li> </ul>	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>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.</li> </ul>	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to selection, admission and progression 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: 20 September 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**

The replacement of the V100 with V300 has increased the number of credits studied from 120 to 140, with the 40-credit 'project management and leadership through work- based learning' being a specialist mandatory module. Students also have specialist input through professional specific action learning sets as part of the mandatory core 20-credit public health module and the optional 20-credit 'case management for long term conditions and frailty' module. Whilst this is an optional unit, this is required by PLPs and the majority of students are on the district nursing programme. This standard therefore continues to be met with the core being no less than one third and no more than two thirds of the total programme.

- 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**

<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date:	20 September 2021
<b>Post event review</b>	
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

<b>Fall Back Award</b>	
<i>Standards framework for nursing and midwifery education, specifically R2.11, R2.20</i>	
<b>Findings against the standards and requirements</b>	
<b>Fall Back Award</b>	
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 <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
The fall back exit award does not include NMC registration as a specialist practitioner.	
Assurance is provided that the <a href="#">Standards framework for nursing and midwifery education relevant</a> to the qualification to be awarded are met	
	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Outcome</b>	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>

<b>Date:</b> 20 September 2021	
<b>Post event review</b>	
<b>Identify how the condition(s) is met:</b> N/A	
<b>Date condition(s) met:</b> N/A	
<b>Revised outcome after condition(s) met:</b> N/A	<b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>

<b>Standard 11: Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>• Clinical nursing practice</li> <li>• Care and programme management</li> <li>• Clinical practice leadership</li> <li>• Clinical practice development</li> </ul>	
<b>Findings against the standard and requirements</b>	
<p><b>Provide an <u>evaluative summary</u> 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</b></p> <ul style="list-style-type: none"> <li>• Clinical nursing practice</li> <li>• Care and programme management</li> <li>• Clinical practice leadership</li> <li>• Clinical practice development</li> </ul> <p style="text-align: right;"><b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/></p> <p>Unchanged through this modification.</p>	
<b>Outcome</b>	
<b>Is the standard met?</b>	<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
<b>Date:</b> 20 September 2021	
<b>Post event review</b>	
<b>Identify how the condition(s) is met:</b>	

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

**Standard 12: Content of education for common core**

- Content

**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 content is met or not met**

- Content

**MET**  **NOT MET**

The programme documentation includes mapping which evidences how the NMC outcomes are achieved. The outcomes and content for prescribing is now met through the V300 module and programme documentation confirms that common core content is met.

The mapping document is included in the student handbook and in the personal/professional development plan used for the assessment of practice. Practice assessors and supervisors are now also provided with a handbook for the programme.

**Outcome**

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

**Date:** 20 September 2021

**Post event review**

**Identify how the condition(s) is met:**

N/A

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

### 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**

The outcomes for prescribing are now met through the V300 module and programme documentation confirms that all the outcomes continue to be met.

### Outcome

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

**Date:** 20 September 2021

### Post event review

**Identify how the condition(s) is met:**

N/A



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

Programme specific standards	
<ul style="list-style-type: none"> <li>Standards for entry</li> </ul>	
Findings against the standards and requirements	
<b>Evidence provides assurance that the standards for entry are met:</b>	
	<b>YES</b> <input checked="" type="checkbox"/> <b>NO</b> <input type="checkbox"/>
Outcome	
<b>Is the standard met?</b>	<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
<b>Date:</b> 20 September 2021	
Post event review	
<b>Identify how the condition(s) is met:</b> N/A	
<b>Date condition(s) met:</b> N/A	
<b>Revised outcome after condition(s) met:</b> N/A	<b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>

Programme specific standards
<b>Specific learning outcomes</b>

- Clinical nursing practice
- Care and programme management

**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 programme specific learning outcomes below are met or not met**

- Clinical nursing practice
- Care and programme management

**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:** 20 September 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:**

N/A

**MET**  **NOT MET**

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
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 type="checkbox"/>	<input checked="" type="checkbox"/>
<i>SPQ - District nursing with integrated V300 nurse prescribing</i>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Apprenticeship route</b>		
<i>SPQ - District nursing with integrated V300 nurse prescribing apprenticeship</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student facing documentation including programme handbook		
<i>Please specify route:</i>		
<i>SPQ - District nursing with integrated V100 nurse prescribing</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>SPQ - District nursing with integrated V300 nurse prescribing</i>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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"/>
<b>Apprenticeship route</b>		
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 type="checkbox"/>	<input checked="" 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:		

Written placement agreements reviewed for approval on 10 January 2018 remain in place. An apprenticeship route is not proposed.
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 checked="" type="checkbox"/>	<input 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: Desktop review included video call with programme leader only.		
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 practice learning environments are visited, state where visited/findings:		
If you stated no above, please provide the reason and mitigation: Desktop review with no visit to the AEI.		
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):	Joanna Dunn	Date:	20 September 2021
Checked by:	Pamela Page	Date:	22 September 2021
Submitted by:	Shahzaib Ghafoor	Date:	28 October 2021
Approved by:	Leeann Greer	Date:	29 October 2021