

Programme Major Modification report

Section one

<p>Programme provider name:</p>	<p>University of Northumbria at Newcastle</p>
<p>In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i></p>	<p>Northumbria Healthcare NHS Foundation Trust The Newcastle upon Tyne Hospitals NHS Foundation Trust</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 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>Apprenticeship route</p> <p>Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship <input checked="" type="checkbox"/></p>

Current AEI programme title(s):	Specialist Practitioner District Nursing with integrated V100 Nurse Prescribing - MSc Specialist Practitioner - District Nursing with integrated V100 Nurse Prescribing – PG Dip
Modified AEI programme title(s) if applicable:	MSc Specialist Practice District Nursing PGDip Specialist Practice District Nursing
Additional AEI programme title(s) if applicable:	N/A
Academic level of current programme:	
Specialist practitioner - District nursing with integrated V100 nurse prescribing	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
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
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

<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 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>
<p>Specialist practitioner - community children's 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 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 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 - District nursing with integrated V300 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> <p><input checked="" type="checkbox"/> N/A</p>
Specialist practitioner - adult 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 - mental health	<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 - child	<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 - learning disabilities	<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> <p><input checked="" type="checkbox"/> N/A</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> <p><input checked="" type="checkbox"/> N/A</p>
<p>Specialist practitioner - community children's 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 - community learning disabilities 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 - 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>

	<input checked="" type="checkbox"/> N/A
Specialist practitioner - school 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 - District nursing with integrated V300 nurse prescribing apprenticeship	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 <input type="checkbox"/> N/A
Programme start date: Specialist practitioner - District nursing with integrated V100 nurse prescribing Specialist practitioner - District nursing with integrated V300 nurse prescribing Specialist practitioner - adult nursing Specialist practitioner - mental health Specialist practitioner - child Specialist practitioner - learning disabilities Specialist practitioner - general practice nursing Specialist practitioner - community mental health nursing Specialist practitioner - community children's nursing	 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Specialist practitioner - community learning disabilities nursing	
Specialist practitioner - occupational health nursing	
Specialist practitioner - school nursing	
Apprenticeship route	
Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship	6 September 2021
Date of modification:	21 April 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Heather Bain

Section two

Summary of review and findings

University of Northumbria at Newcastle (UNN) is an established approved education institution (AEI) providing community nursing programmes. UNN present a major modification proposal to the approved specialist practitioner qualification district nursing (SPQ DN) with integrated community practitioner nurse prescriber (V100) programme. The programme was approved on 18 May 2015; a major modification was approved on 3 January 2020 to implement the Standards for student supervision and assessment (SSSA) (Nursing and Midwifery Council (NMC), 2018) and to discontinue the Bachelor of science with Honours SPQ DN route.

The major modification is to replace the current Master of science (MSc) and postgraduate diploma SPQ DN with integrated V100 with a MSc SPQ DN integrated independent and supplementary nurse/midwife prescriber (V300) prescribing non-integrated apprenticeship programme. The programme is delivered full-time over 18 months. The V300 is a discrete module and was approved on 15 January 2020. The V300 ensures that students meet the Standards for prescribing programmes (SPP) (NMC, 2018) and the Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS), 2016 competency framework for all prescribers) (NMC, 2018). A fall back award of a postgraduate diploma SPQ DN will be awarded to students who don't complete an additional final dissertation. The requirements of the SPQ DN and V300 are achieved before the apprenticeship end point assessment (EPA).

The focus of the major modification is the impact on the SPQ DN programme of the proposed changes related to the integration of V300 prescribing and the adoption of the apprenticeship route. Integration of the V300 involves a restructure of the programme modules and academic credits. The modified programme is mapped against the Standards for specialist education and practice (SSEP) (NMC, 2001). The programme learning outcomes and the modified modules are mapped against the SSEP and the Queen's Nursing Institute and the Queen's Nursing Institute Scotland (2015) voluntary standards for DN education and practice.

There's evidence of effective partnership working between UNN and employer partners (EPs) to ensure the SSSA is appropriately operationalised. There's a partnership approach to ensuring practice learning environments provide safe

learning for students. Any concerns raised in external system regulator reports, including adverse Care Quality Commission (CQC) reporting are managed in partnership. Where required, action plans are developed and placements can be withdrawn where there are concerns over public protection.

There's evidence of partnership working with key stakeholders including EPs, service users and carers (SUCs) and students who confirm they've been involved in the development of the programme. EPs confirm involvement and engagement in programme consultation and that they're committed to support the apprenticeship. The following EPs attended the modification visit, confirming support for the proposed apprenticeship programme: Northumbria Healthcare NHS Foundation Trust and The Newcastle upon Tyne Hospitals NHS Foundation Trust. Signed statements of commitment to the programme are in place.

The programme development is informed by the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the SSSA.

The SFNME and the SSSA aren't met at programme level.

The modification visit is undertaken remotely during the COVID-19 pandemic.

The major modification is recommended for approval subject to two joint NMC and university conditions. Five university conditions are made. Three NMC recommendations and two university recommendations are made.

Updated 28 May 2021:

UNN has provided documentation to meet the joint NMC and university conditions. UNN confirm that the university conditions have been met.

The major modification to 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

<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>Condition one: Provide an explicit programme structure that clearly articulates how the practice assessment document (PAD) is integrated and ensures that all SPQ DN programme requirements are met. (SFNME R5.6, R5.7; SSSA R1.3; SSEP Standard 9.4) (NMC and university condition)</p> <p>Condition two: Provide programme documentation that clearly evidences that the programme fully meets the requirement for 50 percent theory and 50 percent practice. (SFNME R5.3; SSSA R1.2; SSEP Standard 9.4) (NMC and university condition)</p> <p>Education governance: management and quality assurance:</p> <p>Condition three: Variation order to be approved before the commencement of the programme. (University condition)</p> <p>Condition four: Provide a mapping exercise to show how the NMC, apprenticeship standards, Quality Assurance Agency for Higher Education benchmarking and UNN characteristics fit together. (University condition)</p>
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	<p>Condition five: Review the wording used in the programme learning outcomes and ensure that they map to the module learning outcomes. (University condition)</p> <p>Condition six: Review the documentation for typographical and grammatical errors and ensure that terminology is standardised across the programme. (University condition)</p> <p>Condition seven: To transfer the assessment schedule to the standard UNN template. (University condition)</p>
Date condition(s) to be met:	24 May 2021
Recommendations to enhance the programme delivery:	<p>Recommendation one: Monitor the student experience of students if low student numbers undertake SPQ DN programme. (SFNME R3.16)</p> <p>Recommendation two: Monitor how stakeholders are involved in the ongoing development and evaluation of the programme. (SFNME R1.12)</p> <p>Recommendation three: Monitor the student workload of the students who undertake the dissertation module alongside learning in practice. (SFNME 5.7; SSEP Standard 11)</p> <p>Recommendation four: The panel request that the proposers should consider if V300 should be added to programme title. (University recommendation)</p> <p>Recommendation five: The entry criteria is reviewed with the assistance of the UNN marketing team and the specific approach to experiential learning could be made clearer. (University recommendation)</p>
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>Additional and updated programme documentation provides evidence that the conditions are met.</p> <p>A revised programme structure and plan provides evidence of how the PAD is integrated across the programme and ensures that the programme requirements are met. Condition one is met.</p> <p>Revised programme documentation evidences that the programme meets the requirement for 50 percent theory and 50 percent practice. Condition two is met.</p> <p>The chair of the panel has confirmed in the response to the conditions approval report that the university conditions have been met. Conditions three, four, five, six and seven are met.</p> <p>The programme is recommended for approval.</p>	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	28 May 2021

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)

NMC Programme standards

[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.

Documentary evidence and discussion at the modification visit confirm that there's effective partnership working between UNN and stakeholders for the proposed development of the apprenticeship route. The proposals are the result of a review of SPQ DN provision in partnership with EPs, considering the apprenticeship standards for DN. UNN are experienced in delivering apprenticeship programmes with an infrastructure in place to support this. There's a specific departmental director of apprenticeships, who liaises with EPs and works directly with the programme team.

There's evidence of a partnership approach to agree proposed changes at a series of stakeholder events. The programme team attend regional and local stakeholder meetings to maintain relationships and develop partnerships. There are quarterly meetings with students, academic assessors, practice supervisors and practice assessors in practice to discuss student progress. Quarterly meetings with EPs are in place to review any issues or changes within practice learning

environments. Documentary evidence confirms that educational audits of practice learning environments are undertaken every two years and include a review of any recent concerns raised in external system regulator reports, including adverse CQC reporting.

EPs confirm a commitment by the programme team to work in partnership with them and they confirm that they've engaged in the development of the programme. The programme team should consider how they will maintain stakeholder involvement in the ongoing development and evaluation of the programme. (Recommendation two)

There's evidence of discussions between the programme team and EPs in the documentation to support the integration of V300 in the programme. The programme team are able to justify the changes made to the modules, confirmed by EPs as what's required to meet service need. EPs confirm that students are supernumerary while learning in practice.

Partnership working is evidenced by UNN and EPs working together to support the implementation of the SSSA. An employer handbook has been developed to support practice supervisors and practice assessors. There's evidence of the preparation of practice supervisors and practice assessors to support, supervise and assess students. UNN deliver specific SPQ DN preparation for practice supervisors and practice assessors. There's evidence of a commitment by UNN to ensure academic assessors are supported in their role. EPs, practice assessors and practice supervisors commend UNN for their commitment to an effective partnership approach to the SSSA.

Students tell us that they're involved in formal and informal evaluations of the programme and are supportive of the proposed changes, in particular the inclusion of V300 prescribing. Students complete mid- and end point module reviews. The mid-point review involves student representatives gathering student views on how modules are progressing; feedback is shared with the programme leader and module tutors. Feedback from these informal meetings are discussed at department staff student progress committee meetings. Students complete an end point online module questionnaire, this information, together with module statistics, staff and external examiner comments feed into module reviews.

Students tell us that they're well supported by UNN, practice supervisors and practice assessors. They have not had to raise any concerns but are aware of the process and tell us that academic assessors are the first point of contact. Students routinely ask for feedback from SUCs as part of the practice assessment document. Students tell us that there's opportunities for inter-professional learning

with students undertaking the specialist community public health nursing (SCPHN) programme and with midwives and allied health professionals undertaking the V300 programme. Students and the programme team tell us that in general, the programme has recruited small numbers of students. The programme team are advised to monitor this to ensure the student experience isn't compromised. (Recommendation one)

There's evidence of SUC consultation about the proposed changes to the programme. SUC representatives confirm involvement with the programme. They describe their experiences of involvement in recruitment interviews and programme delivery. SUCs tell us about how sharing their experiences of DN services contributes to student learning. There are no changes to the current SUC involvement in the programme; they will continue to contribute to the recruitment, delivery, assessment and evaluation of the programme.

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

V100 isn't delivered in the SPQ DN programme; the apprenticeship route requires students to undertake the V300 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:

N/A

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 programme was approved on 15 January 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.

Current students won't transfer to the apprenticeship programme. Students on a suspension of studies will complete 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.

A major modification to transfer all students to the SSSA was approved by the NMC on 3 January 2020. Documentary evidence and discussion with the programme team, EPs and students confirm that the SSSA is fully implemented.

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: 21 April 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 type="checkbox"/> | NO <input checked="" type="checkbox"/> |

Programme documentation doesn't explicitly indicate that the programme meets the requirement for 50 percent theory and 50 percent practice. The programme calendar presents the programme delivery as 60 percent practice and 40 percent theory. EPs confirm that students undertake three days practice and two days theory. EPs tell us that they weren't aware that there's a requirement for equal theory and practice. The programme team weren't able to clearly detail how the programme meets the requirement of 50 percent practice and 50 percent theory across the whole programme. (Condition two)

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**

Documentary evidence confirms that core modules are no less than one third and no more than two thirds of the programme. The advanced clinical assessment skills module is specific. Advancing and leading specialist practice and research and evidence for contemporary practice modules are shared with SCPHN students with clear application to DN practice. The V300 module is shared with other UNN programmes.

- A coherent programme of learning

MET **NOT MET**

Documentary evidence and the modification process confirms students must meet all the NMC entry requirements for specialist practice and V300 at application. There's assurance in the programme documentation and from the programme team and EPs that the DN NMC requirements haven't been compromised by the inclusion of the V300.

Applicants must meet the entry requirements of the V300 and complete the V300 specific application form at admission in addition to the DN application process. Programme documentation confirms the suitability of practice supervisors and practice assessors for both the DN and V300 programmes. Students can have a different practice assessor for the V300 if their DN practice assessor isn't a V300 prescriber. The V300 academic assessor can be a member of the V300 academic team.

Programme documentation doesn't evidence a clear and coherent programme of learning. The programme structure diagram in the programme specification lacks detail and it's unclear how the PAD is applied across the duration of programme. The process of student progression and achievement isn't clearly detailed. The learning and teaching matrix identified in the programme specification and the PAD isn't identified in the modules presented. The research and evidence for contemporary practice module specification identifies the PAD as a requirement. The programme team tell us that the PAD is used throughout the programme and sits within the research and development module. Programme documentation

doesn't clearly demonstrate a clear programme structure. (Condition one)

The programme provides a blended approach and includes a range of learning, teaching and assessment strategies supported by the virtual learning environment. Lectures, e-learning materials, workshops, seminars, simulated learning and action learning sets are central to this process. The V300 programme is undertaken in year two and has to have been completed in practice before the DN practice assessor can confirm that the SSEP is met. The requirements of the SPQ DN and V300 are achieved before the EPA.

Practice learning is an integrated component within the programme and is assessed within the PAD. Learning contracts, reflections, SUC feedback and recordings of practice supervisor and practice assessor discussions are recorded in the PAD. Practice assessors assess students in practice and verify achievement of the SSEP at the final summative tripartite. Academic assessors must confirm agreement that the SSEP is met. There's a separate V300 portfolio that's shared with the DN practice assessor if they are a different person. Programme documentation confirms that there's a process for communication between SPQ DN and V300 practice assessors.

Students and EPs tell us that student progression is monitored and confirmed at regular points across the programme. They tell us that academic assessors visit the practice learning environments, with tripartite visits occurring regularly throughout the programme. The tripartite visits enable a review of progression towards achievement of the SSEP and the RPS competencies. Work-based apprentice coaches engage in the practice tripartite meetings. Coaches work with academic assessors and EPs to ensure that students are supported; they ensure that there's sound communication between practice assessors and academic assessors. A senior UNN member of staff confirms that this role doesn't undermine or replace the operationalisation of the SSSA. Students and EPs confirm that practice learning is protected. Programme documentation confirms that the V300, if successfully completed, can be awarded if students don't achieve the requirements of the SSEP.

- Flexible modes of delivery

MET **NOT MET**

The programme is delivered over 18 months. The adoption of the apprenticeship route demonstrates flexibility to support the requirements of the DN workforce. The blended learning mode of delivery confirms a flexible approach to learning. Inclusion of the V300 demonstrates a flexible approach to supporting the complex role of DNs in the workplace. EPs confirm their support of the programme.

<ul style="list-style-type: none"> Linked to higher education accreditation <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Unchanged through this modification.</p>
<ul style="list-style-type: none"> Credit for APL and APEL <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Unchanged through this modification.</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 type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>Programme documentation doesn't clearly evidence a coherent programme structure. The programme structure diagram in the programme specification lacks detail and it's unclear how the PAD is applied across the duration of programme. (Condition one)</p> <p>The programme documentation doesn't provide evidence that the programme meets the requirement for 50 percent theory and 50 percent practice. (Condition two)</p>
<p>Outcome</p>
<p>Is the standard met? MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/></p> <p>Programme documentation doesn't evidence a coherent programme structure. The programme structure diagram in the programme specification lacks detail and it's unclear how the PAD is applied across the duration of programme.</p> <p>Condition one: Provide an explicit programme structure that clearly articulates how the PAD is integrated and ensures that all SPQ DN programme requirements are met. (SFNME R5.6, R5.7; SSSA R1.3; SSEP Standard 9.4) (NMC and university condition)</p> <p>The programme documentation doesn't provide evidence that the programme meets the requirement for 50 percent theory and 50 percent practice.</p> <p>Condition two: Provide programme documentation that clearly evidences that the programme fully meets the requirement for 50 percent theory and 50 percent</p>

practice. (SFNME R5.3; SSSA R1.2; SSEP Standard 9.4) (NMC and university condition)

Date: 21 April 2021

Post event review

Identify how the condition(s) is met:

Condition one: The revised programme structure and plan demonstrate how the PAD is integrated across the programme confirming how students meet the SSEP. A Gantt chart details where the modules are delivered in the programme.

Condition one is met.

Evidence:

Gantt chart, undated

Revised, programme plan, undated

Revised, programme structure, undated

Condition two: The revised programme specification, programme structure and plan provide evidence that the programme meets the requirement for 50 percent theory and 50 percent practice.

Condition two is met.

Evidence:

Revised, programme plan, undated

Revised, programme structure, undated

Revised, programme specification, undated

Date condition(s) met: 28 May 2021

Revised outcome after condition(s) met:

MET **NOT MET**

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 <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>
There's a fall back exit postgraduate diploma award for students who don't undertake the final dissertation and who meet the requirements of the SSEP.	
Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded 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: 21 April 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 11: Learning Outcomes
<ul style="list-style-type: none"> • 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 learning outcomes are mapped against the SSEP. The modified programme continues to address all the NMC requirements.

The revised modules advanced clinical assessment skills, leading and advancing specialist practice, research and evidence for contemporary practice and V300 support the achievement of SSEP and the RPS. Module specifications, the programme handbook and the practice assessment documentation clearly evidence appropriate modules to meet the NMC requirements. Students can select not to complete a specialist practice dissertation; the requirements of the SSEP are achieved outwith the dissertation. Students who successfully meet the requirements of the SSEP will be awarded a fall back postgraduate diploma SPQ DN award. The dissertation module is undertaken alongside the V300 programme and practice learning. The programme team and EPs should monitor the impact of this additional workload for students. (Recommendation three)

Documentary evidence, the programme team and EPs confirm that a robust modification consultation process ensures the SSEP is met within the revised modules, and the SPQ DN content is not compromised by the inclusion of the V300 prescribing programme.

The PAD requires students to evidence progression towards, and achievement of, NMC requirements for SPQ DN. Students complete a V300 prescribing specific portfolio. Students confirm that they're fully supported to achieve the SSEP. The programme team and students confirm that the SSEP are met in both theory and practice. Students tell us that the programme is intense and confirm that the addition of the V300 will support the role of DNs in practice. The development of the PAD is supported by practice supervisors and assessed by practice assessors, with confirmation of achievement by academic assessors.

Outcome

Is the standard met?

MET **NOT MET**

Date: 21 April 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>There's evidence of mapping to the NMC common content core to the module and programme learning outcomes.</p>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 21 April 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	
<ul style="list-style-type: none"> • Clinical nursing practice • Care and programme management • Clinical practice leadership • Clinical practice development 	
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 learning outcomes below are met or not met</p> <ul style="list-style-type: none"> • Clinical nursing practice • Care and programme management • Clinical practice leadership • Clinical practice development <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>There's evidence of mapping to the NMC common core learning outcomes to the module and programme learning outcomes.</p>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 21 April 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	
<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: 21 April 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

Programme specific standards

Specific learning outcomes

- 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

The programme learning outcomes are mapped against the SSEP. Revised modules and the inclusion of the V300 support the achievement of the specific learning outcomes. These are identified in the module specifications, the programme handbook and the PAD.

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: 21 April 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 SPQ DN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook SPQ DN	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: Only an apprenticeship route is being proposed.		
List additional documentation: Post visit documentation: Gantt chart, undated Revised, programme plan, undated Revised, programme structure, undated Revised, programme specification, undated Response to conditions approval report, confirmed by the chair of the panel, 28 May 2021		
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 checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: SPQ DN, January 2020 x two		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		

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: UNN is an existing AEI; visits weren't required.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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Issue record

Final Report

Author(s):	Heather Bain	Date:	3 May 2021
Checked by:	Bernadette Martin	Date:	10 May 2021
Submitted by:	Amy Young	Date:	5 July 2021
Approved by:	Leeann Greer	Date:	8 July 2021