

Programme Major Modification report

Section one

<p>Programme provider name:</p>	<p>University of Central Lancashire</p>
<p>In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i></p>	<p>Lancashire and South Cumbria NHS Foundation Trust</p> <p>East Lancashire Hospitals NHS Trust</p> <p>Wrightington, Wigan and Leigh NHS Foundation Trust</p> <p>Private, voluntary and independent health care providers</p>
<p>Programme reviewed:</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>
Title of current programme:	<p>BSc (Hons) Community Specialist Practitioner (Community Nursing in the Home)</p> <p>Postgraduate Diploma Community Specialist Practitioner (Nursing in the Home)</p>
Title of modified programme if changed:	<p>Postgraduate Diploma in District Nursing with Integrated Independent Prescribing Degree Apprenticeship</p>
Academic level of current programme:	
Specialist practitioner - District nursing with integrated V100 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>
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>
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</p>

	<input type="checkbox"/> Level 11
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
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
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
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
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
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
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
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
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
Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship	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
Academic level of modified programme if changed:	
Specialist practitioner - District nursing with integrated V100 nurse prescribing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

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

<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 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 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 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 type="checkbox"/> N/A</p>
<p>Specialist practitioner - occupational health nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>

<p>Specialist practitioner - school nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>																
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<p>Programme start date:</p> <p>Specialist practitioner - District nursing with integrated V100 nurse prescribing Specialist practitioner - District nursing with integrated V300 nurse prescribing</p> <p>Specialist practitioner - adult nursing Specialist practitioner - mental health Specialist practitioner - child Specialist practitioner - learning disabilities</p> <p>Specialist practitioner - general practice nursing Specialist practitioner - community mental health nursing Specialist practitioner - community children's nursing Specialist practitioner - community learning disabilities nursing Specialist practitioner - occupational health nursing Specialist practitioner - school nursing</p> <p>Apprenticeship route</p>	<table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>																

Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship	
	13 September 2021
Date of approval:	26 November 2020
Type of Modification:	Visit
QA visitor(s):	Registrant Visitor: Wendy Wesson

Section two

Summary of review and findings

The University of Central Lancashire (UCLan) is an established approved education institution (AEI). The school of community health and midwifery within the faculty of health and wellbeing seek to modify the approved postgraduate diploma community specialist practitioner (nursing in the home) district nursing programme to include a level seven apprenticeship route, to reflect the district nurse apprenticeship standard (Institute for Apprenticeships and Technical Education (IfATE), 2019) and continue to meet the specialist practitioner qualification in district nursing (SPQ DN) standards (Standards for specialist education and practice, (NMC, 2001)). The programme was approved by the Nursing and Midwifery Council (NMC) on 6 March 2014.

The modification visit was undertaken via remote means due to COVID-19.

The university has worked collaboratively with district nurse educators from the north of England to ensure a cohesive approach to programme development of the SPQ DN apprenticeship programme. The university has also been part of a collaboration across northwest universities, known as the northwest practice education group (NWPEG), to develop a shared practice assessment record and evaluation (PARE) document, to provide consistency in assessment of practice.

The programme team work collaboratively with their practice learning partners (PLPs) and employer partners (EPs) to establish the background to any concerns raised in external system regulator reports, including those from the Care Quality Commission. Appropriate action plans are developed via an established university process and PLPs and EPs are monitored in relation to the achievement of actions.

The university have developed commitment statements with the following EPs: Lancashire and South Cumbria NHS Trust, East Lancashire Hospitals NHS Trust, Wrightington, Wigan and Leigh NHS Foundation Trust and Virgin Care Ltd confirm that resources are in place within the university and in practice to support district nurse apprentice (DNA) students.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level. The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The programme is recommended to the NMC for approval subject to two university conditions. One NMC recommendation and one university recommendation is made.

Updated 30 January 2021:

University conditions are confirmed by UCLan to be met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

Conditions:

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

None identified.

Selection, admission and progression:

None identified.

Practice learning:

None identified.

Assessment, fitness for practice and award:

None identified.

	<p>Education governance: management and quality assurance:</p> <p>Condition one: That documentation requirements be met as detailed. (University condition)</p> <p>Condition two: That an exemption form be submitted, with evidence from the professional body requirement in relation to non-aggregation of assessment on the 'advanced clinical examination skills for district nursing practitioners' module. (University condition)</p>
Date condition(s) to be met:	1 February 2021
Recommendations to enhance the programme delivery:	<p>Recommendation one: The programme team consider the roll-out of clear processes to support the ongoing development of practice supervisors and practice assessors. (SSSA R1.4, R6.8)</p> <p>Recommendation two: The programme team consider rewording of course aims (particularly the third and fifth) to make them more concise. (University recommendation)</p>
Focused areas for future monitoring:	The ongoing development of practice supervisors and practice assessors.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
UCLan have confirmed that the university conditions have been addressed to their satisfaction and are signed off by the approval visit chair. University conditions one and two are now met.	
AEI Observations	<p>Observations have been made by the education institution</p> <p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>

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:	30 January 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) 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
Unchanged since original approval.
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>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</p> <p>Standard 2: Educational governance and quality:</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

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 analysis provides evidence of effective partnership working between the AEI, PLPs, EPs and students. Clear, agreed approaches to practice supervision and assessment have been developed in partnership with the PLPs, and the EPs for the students intending to undertake the proposed programme. EPs are in the process of preparing their staff for the roles of practice supervisor and practice assessor and are providing clear guidance regarding timelines and actions required. This includes the specific needs of apprentice DN students, that is, demonstrating the knowledge, skills and behaviours outlined in the DN apprenticeship standards (IfATE, 2019) and the understanding by practice supervisors and practice assessors of the requirement for inclusion of tripartite reviews and individual learning agreements.

There is clear evidence of partnership working with PLPs and other AEIs in the region in the development of practice assessment approaches that reflect the SSSA (NMC, 2018). The documentation and discussion fully evidences the approach taken to ensure that practice supervisors and practice assessors are well prepared prior to being required to support the DN students.

Discussion with the programme representatives, service users and carers (SUCs), students and EPs at the major modification visit confirm extensive partnership working with relevant stakeholders.

Discussion at the visit also provides evidence of joint recruitment processes, employing a values-based recruitment approach, teaching and delivery of the programme with stakeholders and service users. Stakeholder and service user involvement and consultation in the development of the programme submitted for approval is also evident.

UCLan have developed a SUC group known as 'Comensus'. Comensus embeds SUC voices within health and social care practice, providing a central hub for co-ordination and facilitation of SUC involvement in programmes. Through this forum, SUCs are identified who can support the programme, and their involvement spans all elements of co-production. Comensus members confirm their commitment to working in partnership with the programme team and students, to offer a two-way approach to assessment and feedback which enables both students and SUCs to develop their skills, in turn enhancing their performance.

Discussion at the visit with SUCs provide specific details of comprehensive engagement in the design, development, delivery and evaluation of the programme. SUCs are involved in recruitment processes, curriculum development and review.

A two-way feedback approach is employed by the programme team and students in delivery of the programme, as well as direct assessment of students to meet the standards.

Students identify regular engagement with the programme team in order to plan, develop and evaluate the programme. Discussion at the modification visit confirms that the AEI work in partnership with students and alumni through regular meetings and fora that directly seek the views of stakeholders to ensure effective programme development and delivery.

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

The SPQ DN apprenticeship route requires the V300. The V100 is not applicable.

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:

V100 approved 5 July 2019. Not applicable to this major modification.

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:

5 July 2019

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 AEI will not transfer students onto the programme under review. The apprenticeship route is a new route. All students will be new applicants at the commencement of the apprenticeship route.

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.

Documentary analysis confirms that all students are in the process of being transferred to the SSSA, and that systems, processes and preparation are in place to facilitate the transfer. Discussions at the major modification visit identify that the SSSA is being adopted by the programme team and EPs. Processes and information to prepare practice supervisors, practice assessors and academic assessors are in place and being rolled out across EP organisations and UCLan. These arrangements are still in progress, however discussion with academic assessors within the programme team, practice supervisors and practice assessors in the EP organisations confirm knowledge and understanding of the content and application of the SSSA. All practice supervisors and assessors directly involved in supporting students have undergone preparation for the roles. The programme team could consider developing processes for ongoing support of practice assessors and practice supervisors. (Recommendation one)

The programme team and EPs will continue to roll out and monitor academic assessor, practice supervisor and practice assessor preparation, to ensure a

consistent, ongoing robust approach to supervision and assessment of the DN apprentice students.

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

Recording the qualification of specialist practice
Standard 9: Entry requirements
<ul style="list-style-type: none"> 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
<p>Evidence provides assurance that the following is met:</p> <ul style="list-style-type: none"> An entry on the relevant and appropriate part of the register <div style="text-align: right;">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></div> 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. <div style="text-align: right;">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></div>
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met <div style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></div> </p>
Outcome
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>
<p>Date: 26 November 2020</p>
Post event review
<p>Identify how the condition(s) is met</p>

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 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**

Assurance is provided within the documentary evidence and at the visit of the availability of core and specific modules that reflect this key principle. 50 percent of the programme modules are core and 50 percent are specific.

- A coherent programme of learning

MET **NOT MET**

Documentation evidences that a coherent programme of learning is presented, with a combination of academic and work-based modules are included. The programme team confirm that the programme has been developed with extensive stakeholder consultation. Students on the proposed programme will study alongside students undertaking the direct entry route. Students who have recently completed the programme confirm that the structure of the proposed programme is clear and coherent.

- Flexible modes of delivery

MET **NOT MET**

Documentary evidence confirms that the two-year programme provides a range of teaching and learning strategies. The programme team confirm that a combination of online and on campus approaches are employed, with staged delivery and assessment to offer a flexible and manageable mode of delivery for students and EPs. EPs have been involved in strategy meetings with the programme team to ensure that the delivery of the programme meets practice as well as academic requirements.

- Linked to higher education accreditation

MET **NOT MET**

The programme presented is required to meet higher education level seven descriptors. This being a conjoint event with the university, the university appraised and considered accreditation at this level at the visit. Documentation

confirms that the programme will undergo standard quality assurance processes at the university to determine classification of award.

- Credit for APL and APEL

MET NOT MET

Evidence from the documentation and discussions at the visit confirm that well-established and appropriate accreditation of prior learning (APL) and accreditation of prior experiential learning (APEL) requirements (also known as recognition of prior learning and recognition of prior experiential learning) are in place that enable students to seek accreditation for prior learning for up to 50 percent of the programme.

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: 26 November 2020

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s):

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Fall Back Award

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

Findings against the standards and requirements	
<p>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</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>The programme team confirm that no fall back award is available to students conferring NMC registration.</p> <p>Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
Outcome	
<p>Is the standard met?</p> <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 26 November 2020</p>	
Post event review	
<p>Identify how the condition(s) is met</p> <p>N/A</p>	
<p>Date condition(s):</p> <p>N/A</p>	
<p>Revised outcome after condition(s) met:</p> <p>N/A</p>	<p style="text-align: right;">MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p>

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	
<p>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</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>Documentary analysis demonstrates that all modules are mapped to the standard 11 learning outcomes. At the visit, the programme team and EPs confirm this. The PARE document assesses practical application of all proficiencies. The presentation at the visit confirms a comprehensive review of all learning outcomes within the tripartite meetings with the student, practice assessor and academic assessor.</p> <p>Practice supervisors and practice assessors confirm that this approach ensures that all learning outcomes are met and recorded within the PARE. The programme team and EPs at the visit confirm that the SPQ DN standards (Standards for specialist education and practice, (NMC, 2001)) are met in both theory and practice. This is assessed by practice assessors and academic assessors and informed by feedback from practice supervisors. Practice supervisors and practice assessors at the visit identify their support for the tripartite approach to assessment and feedback as a distinct quality improvement measure in the process of supporting and confirming outcomes with the student.</p>	
Outcome	
<p>Is the standard met?</p> <p>Date: 26 November 2020</p>	<p>MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>
Post event review	
<p>Identify how the condition(s) is met:</p> <p>N/A</p>	
<p>Date condition(s):</p>	

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>Analysis of the documentation identifies mapping to the module content and achievement of the content of education for common core. This was also presented at the visit by the programme team, providing assurance that the common core content is met. Discussion with students and EPs confirm the appropriateness of the programme content in meeting these requirements.</p>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 26 November 2020	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s):	
N/A	

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

N/A

Core Standards 13: Common Core Learning Outcomes

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

Findings against the standards and requirements

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

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

MET NOT MET

The common core learning outcomes are mapped against the content of modules within the programme. A narrative is provided to confirm that these outcomes are met. Presentation of the programme by the programme team and discussion at the visit provide further evidence of the effective means by which the content of common core and the common core learning outcomes are met.

Students are visited in practice periodically by academic assessors to engage in tripartite meetings with the practice assessor and student, and to observe DN apprentice students, in order to inform decisions related to assessment and progression. Practice supervisors and practice assessors as well as students confirm their understanding of the requirements of the common core learning outcomes and how to evidence them within the PARE.

Outcome

Is the standard met? MET NOT MET

Date: 26 November 2020	
Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s): N/A	
Revised outcome after condition(s) met: N/A	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>

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? Date: 26 November 2020	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s):	

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

Programme specific standards
<p>Specific learning outcomes</p> <ul style="list-style-type: none"> • Clinical nursing practice • Care and programme management
Findings against the standards and requirements

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**

Analysis of the documentation assists in identifying the practice and theory elements of the programme through which the programme specific learning outcomes are met. At the visit, the programme team provide assurance that the programme specific standards are addressed within the modules in both theory and practice elements and are assessed in both theory and practice. Students and EPs understand the requirements of the programme in relation to the programme specific learning outcomes and confirm that the programme aligns to practice against the specific learning outcomes. SUCs tell us that they are involved in practical assessments with students and confirm that students demonstrate extensive knowledge and skills. Practice assessors and practice supervisors at the visit identify their engagement with and understanding of the requirements of practice assessment linked to the programme specific standards. The PARE is used to record student achievement in practice, directly mapped to the programme specific learning outcomes.

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: 26 November 2020

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s):

N/A

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

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors <i>Please specify route:</i> SPQ DN (apprenticeship)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook <i>Please specify route:</i> PG SPQ DN apprenticeship	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
List additional documentation:		
<p>Quality monitoring and enhancement in practice settings, undated Conference evaluation: Working together to design our shared approach to supervision and assessment in practice, 26 November 2018 Supervision and assessment of students on NMC programmes: guidance for practice partners, undated NWPEG quality assurance and enhancement framework, 2020 NWPEG quality assurance education framework QA mapping document, July 2020 Practice learning contract, 2021-2022 SSSA fact sheet, September 2019 Apprenticeship training blank service level agreement, undated SPQ DN pre-entry checklist for apprentices, undated Individual learner plan district nurse apprenticeship, undated</p>		
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 and V100 prescriber (2019-2020 full-time), Lancashire and South Cumbria NHS Foundation Trust SPQ DN and V100 prescriber (September 2019 full-time) Burnley West, East Lancashire Hospitals NHS Trust		
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 checked="" type="checkbox"/>	<input 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. UCLan is an established AEI and provider of NMC programmes. A resource check is not required.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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Issue record

Final Report

Author(s):	Wendy Wesson	Date:	30 January 2021
Checked by:	Pamela Page	Date:	8 December 2020
Submitted by:	Amy Young	Date:	16 February 2021
Approved by:	Leeann Greer	Date:	16 February 2021