

**Programme Audit/Major Modification report**

<b>Programme provider:</b>	Chester, University of
<b>In partnership with:</b> (Associated practice placement providers involved in the delivery of the programme)	<p>NHS North West</p> <p>Cheshire and Wirral Partnership NHS Foundation Trust</p> <p>Countess of Chester Hospital NHS Foundation Trust</p> <p>East Cheshire NHS Trust</p> <p>Warrington and Halton Hospitals NHS Foundation Trust</p> <p>Mid-Cheshire Hospitals NHS Foundation Trust</p> <p>Wirral University Teaching Hospital NHS Foundation Trust</p> <p>NHS Halton and St. Helens (a division of Bridgewater Community Healthcare NHS Trust)</p> <p>NHS Warrington (a division of Bridgewater Community Healthcare NHS Trust)</p> <p>Wirral Community NHS Trust</p> <p>5 Boroughs Partnership NHS Foundation Trust</p> <p>The Clatterbridge Cancer Centre NHS Foundation Trust</p> <p>Wrightington, Wigan and Leigh NHS Trust</p> <p>Non-NHS Sector</p> <p>Spire Healthcare</p> <p>Nuffield Hospitals</p> <p>Nursing Homes and Private Mental Health Facilities</p>
<b>Date of review:</b>	04 Sep 2019
<b>Type of Modification</b>	Desktop
<b>Provision reviewed:</b>	<p>Specialist Practitioner - Community Learning Disabilities Nursing</p> <p>Specialist Practitioner - Community Children's Nursing</p>

	<p>Specialist Practitioner - Community Mental Health Nursing</p> <p>Specialist Practitioner - General Practice Nursing</p>
<b>Title of current programme:</b>	<p>MSc / PG Dip / BSc (Hons) / Grad Dip Specialist Practice Community (Learning Disability Nursing)</p> <p>MSc / PG Dip / BSc (Hons) / Grad Dip Specialist Practice Community (Community Children's Nursing)</p> <p>MSc / PG Dip / BSc (Hons) / Grad Dip Specialist Practice Community (Mental Health Nursing)</p> <p>MSc / PG Dip / BSc (Hons) / Grad Dip Specialist Practice Community (General Practice Nursing)</p>
<b>Title of modified programme if changed:</b>	
<b>Academic level of current programme:</b>	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5   <input checked="" type="checkbox"/> Level 6   <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p>
<b>Academic level of modified programme if changed:</b>	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5   <input type="checkbox"/> Level 6   <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8   <input type="checkbox"/> Level 9   <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p>
<b>Reviewer:</b>	Dr Kudzai Mafuba

Outcome of Approval Panel Meeting	
<b>Outcome:</b>	Recommended for approval
<b>Conditions and NMC standard(s)/requirement(s) they relate to:</b>	<p><b>Resources</b> None identified</p> <p><b>Admission and progression</b> None identified</p> <p><b>Practice learning</b> None identified</p> <p><b>Fitness for practice</b> None identified</p> <p><b>Quality assurance</b> None identified</p>
<b>Date conditions to be met:</b>	
<b>Recommendations and NMC standard(s)/requirement(s) they relate to:</b>  <b>Note: recommendations will be assessed through the AEI annual self-assessment report</b>	None identified
<b>Date conditions met:</b>	
<b>Programme start date:</b>	09 Sep 2019

## Summary

### Summary of modification request

The University of Chester (UoC), an established approved education institution (AEI), is approved by the Nursing and Midwifery Council (NMC) to provide a specialist practice community (learning disabilities nursing, children's nursing, mental health nursing), and general practice nursing) programme. The programme is offered as a BSc (Hons), graduate diploma, postgraduate diploma or MSc award. The programme was approved under the Standards for specialist education and practice (NMC, 2001) for the BSc (Hons), graduate diploma, postgraduate diploma or MSc for specialist practice community nursing (SPC) on 30 May 2013.

The UoC presented a major modification request for the programme to transfer from the Standards to support learning and assessment in practice (SLAiP) (NMC, 2008) to the Standards for student supervision and assessment (SSSA) (NMC, 2018). This will align practice supervision and assessment with other NMC programmes offered by the university and other AEIs in the region. This will ensure consistency in approach for all students accessing shared placements.

Documentary evidence and discussion confirms that practice learning partners (PLPs) have been involved in discussions to transfer the programmes to the SSSA. They support the implementation of the SSSA from September 2019.

The programme team confirmed that all students have been consulted about the proposed change. There are currently no students studying the programmes who will be impacted by the proposed modification.

The modification is recommended for approval to the NMC.

### Feedback from key stakeholders

#### Presenting Team

The NMC visitor had a telephone conference with the head of public health and wellbeing, the deputy head of public health and wellbeing, and the programme leader for district nursing who is a senior lecturer on 4 September 2019.

### Mentors, sign-off mentors, practice teachers and employers

Not applicable - Desktop review.

### Students

Not applicable - Desktop review.

**Service users and carers**

Not applicable - Desktop review.

**Examples of notable and innovative practice and standards they relate to**

None identified

**Potential risks to compliance of education standards and standards they relate to**

None identified

**Potential risks to the student learning environment and standards they relate to**

None identified

**Any other risks to public protection**

None identified

**Areas for future monitoring**

Implementation of the SSSA.

**Outcome recommendation**

The modification is recommended to the NMC for approval.

### NMC Standards

Please refer to the [Standards for specialist education and practice \(NMC, 2001\)](#), current programme specific circulars accessed via the [NMC Website](#) and Section one of the Mott MacDonald [QA Handbook](#).

### 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.

#### What we found:

Unchanged since the original approval on 30 May 2013.

<b>Outcome:</b>	Standard met
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<b>Date standards met:</b>	
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<b>Revised outcome:</b>	
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#### Standard 9.4: Length and content of programme

- No less than first degree level
- No less than 32 weeks

<ul style="list-style-type: none"> <li>• 50 percent theory and 50 percent practice</li> </ul>	
<b>Key Principles :</b>	
<ul style="list-style-type: none"> <li>• Combination of core and specific modules – core no less than 1/3 and no more than 2/3 of total</li> <li>• A coherent programme of learning</li> <li>• Flexible modes of delivery</li> <li>• Linked to higher education accreditation</li> <li>• Credit for APL and APEL</li> </ul>	
<b>What we found:</b>	
Unchanged since the original approval on 30 May 2013.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 11: Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>• Clinical Nursing Practice</li> <li>• Care and Programme Management</li> <li>• Clinical Practice Leadership</li> <li>• Clinical Practice Development</li> </ul>	
<b>What we found:</b>	
Unchanged since the original approval on 30 May 2013.	
<b>Outcome:</b>	Standard met

<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Standard 12: Content of education for common core</b>	
<ul style="list-style-type: none"> <li>• Content</li> </ul>	
<b>What we found:</b>	
Unchanged since the original approval on 30 May 2013.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Core Standards 13: Common Core Learning Outcomes</b>	
<ul style="list-style-type: none"> <li>• Clinical Nursing Practice</li> <li>• Care and Programme Management</li> <li>• Clinical Practice Leadership</li> <li>• Clinical Practice Development</li> </ul>	
<b>What we found:</b>	



Unchanged since the original approval on 30 May 2013.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Programme specific standards</b>	
<b>Standards for entry</b>	
<b>What we found:</b>	
Unchanged since the original approval on 30 May 2013.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>Programme specific standards</b>
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**Specific Learning outcomes**

- Clinical nursing practice
- Care and programme management

**What we found:**

Documentary evidence confirms the current specialist practice programmes are well evaluated by students.

Documentary evidence provided demonstrates that the AEI consulted widely with students, PLPs, external examiners and other stakeholders in the development of the proposed changes. The presenting team confirmed that there are no current students who will be affected by the proposed change.

Documentation and the presenting team confirmed the rationale and impetus for the proposed changes. There is evidence of strong links between UoC and PLPs. The associated PLPs and north west practice education group (NWPEG) requested and support the proposed changes to practice supervision and assessment to meet the SSSA. This is also supported by AEIs in the Cheshire and Merseyside university consortium and associated PLPs where practice learning environments are shared.

Documentation provided shows that the programme external examiners are supportive of the proposed changes.

Documentary evidence confirms the learning outcomes and assessment of students' proficiency and competence is not changing, as the programme is still mapped against the Standards for specialist education and practice (NMC 2001). However, who is eligible to contribute to the assessment of practice has changed in line with the new roles of practice supervisor, practice assessor and academic assessor in the SSSA (NMC, 2018).

The practice assessment documentation (PAD) is updated to reflect these changes. Practice learning skills portfolios have been amended and demonstrate a revised process of how students will be allocated to an identified practice supervisor, practice assessor, and academic assessor during practice learning. Confirmation is provided that the practice assessors and academic assessors will have due regard. There is a clear process of how practice supervisors, practice teachers, practice assessors and academic assessors will collaborate to facilitate effective learning and assessment.

The four universities in the Cheshire and Merseyside consortium have an established collaborative relationship in developing shared documents which include

practice supervisor, practice assessor and academic assessor roles and preparation materials. Academic and practice staff who support and assess student learning in the region are currently being prepared for the implementation of the SSSA specific to the programme. There is a clear implementation plan to prepare staff for the new roles and evidence of partnership agreements between the AEI and PLPs. Preparations for the SSSA are being introduced via each PLP's monthly mandatory updates. The PLPs will maintain a record and database and ensure practice supervisors and assessors are not the same person.

The presenting team confirmed that academic assessors and practice assessors for students on the programme are prepared for their roles specific to the programme.

Documentary evidence confirms the changes to student supervision and assessment are clearly outlined within student facing documentation, specifically the practice learning skills portfolio and the student handbook. The student handbook clearly explains the new roles to meet the SSSA.

PLPs have responsibility for allocating practice supervisors and practice assessors. Documentary evidence confirms university lecturers will fulfil the role of academic assessors. The AEI has responsibility for allocating academic assessors to an individual student. The presenting team confirmed that the AEI provides preparation for the role.

The role of link lecturer is unchanged. The link lecturer continues to be allocated for each practice learning area. Monitoring of the effectiveness of the practice learning environment continues to be undertaken in partnership with PLPs. The appraisal tool for practice learning environments has been updated and complies with the SSSA. The appraisal tool for practice learning environments identifies the numbers of practice assessors and supervisors in each practice learning area and compliance with the SSSA.

<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b>V100 Community Practitioner Nurse Prescriber</b>	
Please indicate whether the V100 is an integrated or optional element of the Specialist practice programme.	Optional
Please indicate whether the V100 is to be approved at this event or provide the date it was approved.	
<b>What we found:</b>	
Not applicable to these programmes.	
<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

<b><u><a href="#">NMC Circular 03/2011</a></u> - Resources to support programme intentions</b>
Programme providers must provide evidence at programme approval that resources are currently available to support programme intentions.
<b>What we found:</b>

The AEI has partnership agreements with PLPs which clearly outline the commitment of the PLPs to provide resources and appropriate practice learning experiences for students. This commitment includes the allocation of suitably prepared practice supervisors and practice assessors. A statement of compliance has been updated and signed by the Cheshire and Merseyside university consortium dated 30 May 2019.

The AEI provided a register of academic assessors and academic assessor self-declaration forms, which demonstrate that they have the capacity to provide academic assessors for all relevant fields of specialist practice nursing.

<b>Outcome:</b>	Standard met
<b>Date standards met:</b>	
<b>Revised outcome:</b>	

### Evidence and references list

InPlace audit tool user guide for academics - a system user guide for academics 2018, undated

BSc/grad diploma specialist practice community (SPC) programme handbook, academic year 2018-2019, undated

BSc/ grad diploma SPC programme handbook academic year 2019-2020, undated

MSc/ grad diploma SPC programme handbook academic year 2018-2019, undated

MSc/postgraduate diploma SPC programme handbook academic year 2019-2020, undated

UoC consultation letter to stakeholders, undated

Partnership agreement between Cheshire and Merseyside university consortium and associated practice learning partners (NWPEG), signed 30 May 2019

Educational leads meeting minutes, 20 May 2019

UoC faculty practice learning committee terms of reference, 18 September 2018

Learning outcomes for understanding professional supervision of learners in practice

- SSSA, undated

Learning outcomes for understanding professional assessment of learners in practice, undated

NMC Standards for education and training: SSSA checklist/self-appraisal tool for practice learning environments, undated

NWPEG fact sheet about transition from mentor to practice supervisor and assessor 2019, undated

Practice assessor: self-declaration form, undated

Practice supervisor: self-declaration form, undated

NWPEG terms of reference, February 2019

Overview of SSSA practice assessment models in Cheshire and Mersey, 25 March 2019

Guidance and description on the role of the academic assessor, version two, undated

Final SPC practice learning skills portfolio, September 2019

UoC implementation plan for SPC programme changes, undated

Academic assessor self-declaration forms, 30 August 2019

Preparation for and introduction to the SSSA and what this means for you the academic assessor, presentation, undated

Practice assessor session on induction day, e-mail with attendance register, 30 August 2019

SSSA from September 2019 for all cohorts, e-mail from external examiner one, 27 August 2019

SSSA from September 2019 for all cohorts, e-mail from external examiner two, 27 August 2019

Induction day register for practice assessors and practice supervisors, September 2019

Screen shots of PARE live assessor register, undated

SPC practice learning skills portfolio, children's nursing, September 2019

SPC practice learning skills portfolio, general practice nursing, Sept 2019

SPC practice learning skills portfolio, community learning disabilities, September 2019

SPC practice learning skills portfolio, mental health nursing, September 2019

## Personnel supporting programme approval

<b>Members of Approval Panel</b>					
Not applicable - Desktop review.					
<b>Programme Presenters</b>					
The QA visitor had a telephone conference on 4 September 2019 with the following:					
<ul style="list-style-type: none"> <li>• UoC head of public health and wellbeing</li> <li>• UoC deputy head of public health and wellbeing</li> <li>• UoC programme leader for SPQ district nursing</li> </ul>					
<b>Were any service providers visited?</b>					
Not applicable - Desktop review.					
<b>Meetings with others</b>					
Mentors / sign-off mentors					
Practice teachers					
Service users / Carers					
Practice Education Facilitator					
Director / manager nursing					
Director / manager midwifery					
Education commissioners or equivalent					
Designated Medical Practitioners					
Other (please specify)					
If there were no representatives present during the approval event please state why:					
Not applicable - Desktop review.					
<b>Meetings with students</b>					
<b>Nursing</b>					
<b>Adult</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>

Mental Health		Year 1	Year 2	Year 3	Year 4
Children's		Year 1	Year 2	Year 3	Year 4
Learning Disabilities		Year 1	Year 2	Year 3	Year 4
Midwifery (3 year)		Year 1	Year 2	Year 3	
Midwifery (18 month)		Year 1	Year 2		
SCPHN		HV	SN	OH	FHN
Learning and Assessment in Practice		Mentor		Practice Teacher	Teacher
Nurse Prescribing		V100	V150	V300	
Specialist Practice		Adult	Mental Health	Children's	
		Learning Disability	General Practice Nursing	Community Mental Health Nursing	
		Community Learning Disabilities Nursing	Community Children's Nursing	District Nursing	



<b>Additional evidence viewed</b>				
No additional evidence was viewed.				

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**Issue record**

Author:	Kudzai Mafuba	Date:	07 Sep 2019
Checked by:	Judith Porch	Date:	24 Sep 2019
Approved by:	Leeann Greer	Date:	25 Sep 2019