

Major Modification report

Section one

Programme provider name:	University of Derby
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Nottinghamshire Healthcare NHS Foundation Trust
Provision(s) reviewed:	
<p>Provision: Specialist Practitioner - District Nursing with integrated V100 Nurse Prescribing Apprenticeship Title of current programme: MSc Community Specialist Practice (District Nursing) Title of modified programme if changed: MSc Community Specialist Practice (District Nursing), MSc Community Specialist Practice (District Nursing)(Apprenticeship) Programme start date: 7 September 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 7</p> <p>Modified academic level(s), if applicable: N/A</p>	
Date of review	9 June 2020
Type of Modification	Major Modification (Visit)
QA visitor(s):	Registrant Visitor: Bernadette Martin

Section two

Summary of review and findings

The University of Derby (UoD) is an established approved education institution (AEI). The college of health and social care (the college) present a major modification proposal to include an apprenticeship route to the NMC approved postgraduate diploma specialist community nursing district nursing (SPQ DN) programme. The SPQ DN programme is in approval by the NMC since 31 May 2017. A two-year non-integrated apprenticeship route with integrated independent prescribing V300 is offered at academic level seven.

The approved programme is delivered full-time over one year and part-time over two years. Students exit with a BSc (Hons) or postgraduate diploma community specialist practice, district nursing with either an integrated V100 community practitioner nurse prescriber award or V300 independent and supplementary prescribing optional award. Students who exit with a postgraduate diploma can undertake the MSc community specialist practice, district nursing. All routes require employer sponsorship and protected learning time is agreed at application. Nottinghamshire Healthcare NHS Foundation Trust (NHFT) confirm their commitment to support district nursing apprentices to develop their leadership capacity and deliver an increasingly complex and advanced level of care in the community. The V100 and V300 awards will continue to be offered to those applicants whose employers aren't accessing the proposed apprenticeship route.

Programme documentation and the modification visit confirm robust and effective partnership working at strategic and operational levels between the college, the programme team and NHFT. The apprenticeship route is developed in partnership with key stakeholders. It continues to meet the Standards for specialist education and practice (NMC, 2001) and the Queen's Nursing Institute (QNI) and the Queen's Nursing Institute Scotland (QNIS) (2015) voluntary standards for district nursing. The proposal presents documentation to meet the entry requirements of the NMC (2018) Standards for prescribing programmes (SPP). Since submission of the apprenticeship route modification UoD deferred the NMC approval of the prescribing programmes scheduled for 6 April 2020 due to the COVID-19 pandemic. The major modification to include integrated V300 prescribing must be approved against the current V300 programme which meets the Standards of proficiency for nurse and midwife prescribers (NMC, 2006). UoD and NHFT confirm they'll ensure applicants to the proposed apprenticeship programme meet the entry requirements of the approved V300 programme. The programme team and NHFT confirm it's their intention to seek approval for a further modification of the programme to meet the SPP at the point of the UoD prescribing programmes approval. Students will undertake the new approved SPP (NMC, 2018) V300 programme preparation in year two of the SPQ DN apprenticeship programme.

NHFT tell us there's commendable engagement with the programme team in the

co-production of the proposed programme.

Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME). Arrangements at programme level meet the Standards for student supervision and assessment (SSSA).

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

The major modification to the programme is recommended for approval subject to four joint NMC and university conditions. One joint NMC and university recommendation is made.

Updated 7 July 2020:

UoD has provided documentation to meet the joint NMC and university conditions. UoD confirm the conditions are 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 for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition four: Provide an implementation plan that evidences service user and carer (SUC) involvement in the design, delivery and assessment of the programme and associated training. (SFNME R1.12, R3.3, R5.14) (Joint university and NMC condition)</p> <p>Selection, admission and progression:</p> <p>Condition one: Provide programme documentation including a programme specification that evidences the approved V300 programme (NMC, 2006) is fully integrated into the SPQ DN apprenticeship programme. This must include that the SPQ DN apprenticeship programme entry requirements meet and exactly reflect the approved V300 programme entry requirements. (SFNME R2.6, Standards for specialist education and practice (SSEP) Standard</p>

	<p>9.4, programme specific standards: Standards for entry (Joint university and NMC condition)</p> <p>Practice learning: None identified</p> <p>Assessment, fitness for practice and award: None identified</p> <p>Education governance: management and quality assurance: Condition two: Provide a signed commitment statement from the employing practice learning partner (PLP) to confirm their intention to support the resources associated with the SPQ DN apprenticeship programme. (SFNME R2.5, R2.12, SSEP Standard 9.4, resources to support programme intentions (Joint university and NMC condition)</p> <p>Condition three: Ensure there's a process in place to capture the agreement of applicants for the transition to the revised V300 programme (NMC, 2018) and that marketing materials meet competition and markets authority (CMA) requirements. (SFNME R2.6) (Joint university and NMC condition)</p>
<p>Date condition(s) to be met:</p>	<p>7 July 2020</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The programme team are asked to consider how inter-professional learning can be further enhanced within the programme. (SFNME R1.13 (Joint university and NMC recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>None identified</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Revised copies of the programme documentation provide evidence the conditions are met.

The revised programme specification confirms the requirements of the approved V300 programme (NMC, 2006) are fully integrated into the SPQ DN apprenticeship programme. Condition one is met.

A signed commitment statement confirms NHFT's intention to support the resources associated with the SPQ DN apprenticeship programme. Condition two is met.

An applicant consent document details arrangements for the transition to the V300 (NMC, 2018). A signed agreement by applicants is recorded on the document. Condition three is met.

An implementation plan details the involvement of SUCs in the development, delivery and assessment of the programme. This includes preparation for the SUC role. Condition four is met.

The major modification to the programme is recommended for approval.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	7 July 2020

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><u><i>Standards for specialist education and practice (NMC, 2001)</i></u></p> <p><u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u></p> <p><u><i>Standards for student supervision and assessment (NMC, 2018)</i></u></p> <p><u><i>The Code: Professional standards of practice and behaviour for nurses and midwives (NMC, 2015)</i></u></p> <p><u>QA Handbook (September 2018 updated July 2019)</u></p>

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p><u>Standards framework for nursing and midwifery education (NMC, 2018)</u></p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p> <p>R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders</p> <p>R2.4 comply with NMC <u>Standards for student supervision and assessment</u></p> <p>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</p> <p>R2.6 ensure that recruitment and selection of students is open, fair and</p>

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 the modification process confirm there's effective partnership working between the college and stakeholders. PLPs, students and SUCs tell us they actively contribute to programme consultation through attendance at specific consultation events, programme committee meetings and practice assessor and practice supervisor updates. PLPs tell us they're committed to ensuring district nurses are effectively prepared for the challenges associated with complex care delivery. PLPs and the programme team tell us the programme design continues to meet the approved programme. PLPs tell us they're confident that an apprenticeship route will continue to develop a district nursing workforce who're fit for purpose to deliver care at advanced practice levels. Senior college leads tell us the college works in partnership at strategic and programme levels with PLPs. There's formal strategic workforce development meetings and operational programme committees which ensure sound management of the programme and practice learning environments.

Students confirm programme student representatives and PLPs including practice assessors and practice supervisors attend programme committee meetings. Senior NHFT representatives tell us they'll continue to work in partnership with the college and the programme team to ensure the apprenticeship route meets the requirements of service need. They describe the rationale for supporting the

apprenticeship approach as building a workforce who have the opportunity to lead advanced district nursing practice within inter-professional integrated teams. Developing the apprenticeship route is widely accepted by NHS workforce staff who PLPs tell us contribute through consultation events and practice assessor meetings. They attend programme committee meetings and tell us of their confidence in the programme team. Senior NHFT representatives tell us V300 prescribing is vital to the role and confirm there's sufficient experienced designated medical practitioners (DMPs) to support apprenticeship students.

The programme team present SPQ DN apprenticeship programme documentation which confirms appropriate SPQ DN entry requirements. Module specifications are unchanged and include the current approved V300 (NMC, 2006) programme. The proposed apprenticeship programme documentation is inconsistent and reflects elements of the SPP (NMC, 2018) and the current approved V300 programme. The apprenticeship programme specification states entry to the V300 is one year post NMC qualification. This doesn't meet the three year post NMC qualification entry requirements of the approved V300 programme (NMC, 2006). (Condition one)

Senior NHFT representatives confirm support for the decision to approve the programme modification at this point and are fully aware the programme must meet the current approved entry V300 programme requirements. They tell us it's their intention to recruit more experienced nursing staff into the programme. Whilst there's commitment by NHFT to support an apprenticeship route, the submitted practice learning agreement dated 26 October 2015 doesn't include confirmation of commitment to support and resource the proposed SPQ DN apprenticeship route. (Condition two)

Documentary evidence and the modification visit confirms consultation with stakeholders identifies inclusion of the V300 programme which meets the requirements of the SPP. As a result of the deferral of NMC approval of the prescribing programmes, the programme team are required to liaise with the academic partnership lead for apprenticeships to provide documentary evidence of a process which informs applicants about the transition to the future V300 programme. The process must include a mechanism for recording applicant agreement. This must meet UoD and CMA requirements for apprenticeship programmes. (Condition three)

There's documentary evidence of strategic and operational partnership working to ensure implementation and operationalising of the SSSA. A regional pan midlands and east practice learning group approach is agreed. PLPs confirm there's effective partnership working with the programme team to prepare practice assessors and practice supervisors to ensure students are supported. The programme team hold four preparation and update days during the programme to ensure there's suitable and sufficient support to prepare and develop practice assessors and practice supervisors.

Documentary evidence confirms SUC involvement in the development of the programme. SUC representatives tell us they're part of the college expert by experience (EBE) group. They confirm they've reviewed the programme documentation and discussed their views with the programme leader. They tell us they agree the programme meets the needs of SUCs and they're confident district nurses should prescribe medicines. One SUC representative tells us they're new to the EBE group and would welcome involvement in the programme. The existing EBE representative tells us whilst they're involved in the delivery of NMC programmes across the college they're not involved in the SPQ DN programme. EBE tell us they'd welcome involvement in the programme; they believe their experiences will further enhance the programme. Students tell us they are required to obtain feedback from SUCs in the practice learning environment. Students confirm there's no further involvement of SUCs in the programme. (Condition four)

Documentary evidence and discussion with students confirms consultation with students. Students confirm a programme student representative attends the programme committee. The apprenticeship route proposal is discussed at this meeting. Students tell us they agree the apprenticeship route with V300 prescribing is appropriate for future district nursing practice. Module specifications and students confirm there's shared learning with other health professionals across core modules, for example diagnostic and reasoning and V300 prescribing. Students undertake alternative practice learning experiences. The programme team are advised to consider how these examples of inter-professional learning can be further enhanced in the programme and link to the integrated inter-professional working practice of district nursing. (Recommendation one)

Students tell us they're fully aware of the SSSA and confirm the intention for them to be future practice assessors and practice supervisors. Students tell us they're supported to share their views and understand process for raising concerns as detailed in student facing documentation. Students tell us the programme team act on issues promptly and feedback on any actions taken in a timely way. They confirm practice learning is protected and any issues are reported to their practice assessor and academic assessor. Students, practice assessors and practice supervisors undertake tripartite meetings ensuring opportunities to reflect on practice learning which are recorded in a practice assessment document (PAD).

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 one: Standards framework for nursing and midwifery education and,

Not Met

The programme specification refers to the entry requirements of the SPP (2018) and doesn't reflect the V300 entry required by the Standards of proficiency for nurse and midwife prescribers (NMC, 2006). (Condition one)

The submitted practice learning agreement dated 26 October 2015 doesn't include confirmation of commitment to support and resource the proposed SPQ DN apprenticeship route. (Condition two)

The programme team are required to liaise with the academic partnership lead for apprenticeships to provide documentary evidence of a process which informs applicants about the transition to the future V300 programme. The process must include a mechanism which records applicant agreement. (Condition three)

There's no clear evidence of the involvement of SUCs in the programme. There's no evidence of how they would be prepared and supported for a role in the programme. (Condition four)

Gateway two: Standards for student supervision and assessment

Met

If not met, state reason

The programme specification refers to the entry requirements of the SPP (2018) and doesn't reflect the V300 entry required by the Standards of proficiency for nurse and midwife prescribers (NMC, 2006).

Condition one: Provide programme documentation including a programme specification that evidences the approved V300 programme (NMC, 2006) is fully integrated into the SPQ DN apprenticeship programme. This must include that the SPQ DN apprenticeship programme entry requirements meet and exactly reflect the approved V300 programme entry requirements. (SFNME R2.6, SSEP Standard 9.4, programme specific standards: Standards for entry (Joint university and NMC condition))

The submitted practice learning agreement dated 26 October 2015 doesn't include confirmation of commitment to support and resource the proposed SPQ DN apprenticeship route.

Condition two: Provide a signed commitment statement from the employing PLP to confirm their intention to support the resources associated with the SPQ DN apprenticeship programme. (SFNME R2.5, R2.12, SSEP Standard 9.4, resources to support programme intentions) (Joint university and NMC condition)

The programme team are required to liaise with the academic partnership lead for apprenticeships to provide documentary evidence of a process which informs applicants about the transition to the future V300 programme. The process must include a mechanism which records applicant agreement.

Condition three: Ensure there's a process in place to capture the agreement of applicants for the transition to the revised V300 programme (NMC 2018) and that marketing materials meet CMA requirements. (SFNME R2.6 (Joint university and NMC condition))

There's no clear evidence of the involvement of SUCs in the programme. There's no evidence of how they would be prepared and supported for a role in the programme.

Condition four: Provide an implementation plan that evidences SUC involvement in the design, delivery and assessment of the programme and associated training. (SFNME R1.12, R3.3, R5.14) (Joint university and NMC condition)

Post Event Review

Identify how the condition is met:

Condition one: The revised programme specification confirms the requirements of the approved V300 programme (NMC, 2006) are fully integrated into the SPQ DN apprenticeship programme. This includes entry requirements that reflect the approved V300 programme entry requirements.

Evidence:

Revised programme specification, undated

Condition one is met.

Condition two: A signed commitment statement confirms NHFT's intention to support the resources associated with the SPQ DN apprenticeship programme.

Evidence:

Statement of commitment, NHFT, 1 July 2020

Condition two is met.

Condition three: An applicant consent document details arrangements for the transition to the V300 (NMC, 2018). There's signed agreement by applicants recorded on the document.

Evidence:

District nursing apprenticeship consent form, undated

Condition three is met.

Condition four: An implementation plan details the involvement of SUCs in the

development, delivery and assessment of the programme. This includes preparation for the SUC role.

Evidence:

Implementation plan for SUC involvement in the programme, undated

Condition four is met.

Date condition(s) met: 7 July 2020

Revised outcome after condition(s) met:

Met

Conditions one, two, three and four are met.

Community Practitioner Nurse Prescriber (V100)

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

Optional

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)

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

31 May 2017

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 as part of the education institution's mapping process at Gateway 3 confirming how the Standards for specialist education and practice (NMC, 2001) will be met.

Proposed transfer of current students to the programme under review

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 the proposed programme.

Existing students will complete the current approved programme. There's no students on interrupted study.

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 evidence confirms transfer of current students to the SSSA. PLPs tell us practice assessors and practice supervisors undertake organisational practice assessor and practice supervisor training. Practice assessors confirm there's programme specific preparation and it's delivered by the programme team on four occasions during the programme. Current students and practice assessors tell us they're fully aware of the requirements of the SSSA.

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.

Evidence provides assurance that the following is met

- **An entry on the relevant and appropriate part of the register**

Yes

Evidence provides assurance that the following is met

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

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met

Yes

Outcome

Is the standard met?

Met

Date: 9 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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

Evidence provides assurance that the following are met

- **No less than first degree level**

Yes

- **No less than 32 weeks**

Yes

- **50 percent theory and 50 percent practice**

Yes

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

Unchanged since original approval on 31 May 2017.

- **A coherent programme of learning**

Not Met

Documentary evidence and the modification process confirms students must meet all the NMC requirements for specialist practice and V300 independent and supplementary prescribing in order to practice as a district nurse. The programme documentation doesn't however provide full assurance that there's a coherent programme of learning. There's inconsistencies in the programme specification and student handbook which refer to the SPP (NMC, 2018). The current approved V300 programme which the apprenticeship route must adopt for this modification is not fully evidenced across all programme documentation. The apprenticeship route programme specification doesn't evidence that applicants meet the approved V300 programme entry requirements. This must include applicants have at least three years' experience as a practising nurse, midwife or specialist community public health nurse and be deemed competent by their employer to undertake the programme. Of these three years, the year immediately preceding application to the programme must have been in the clinical field in which they intend to prescribe. (Condition one)

Applicants must complete the current V300 specific application form which includes confirmation of a suitability qualified DMP. Programme documentation outlines the requirements for the apprenticeship route. NHFT employer representatives tell us requirements for applicants are agreed and confirm there's a selection process in place. Programme documentation confirms educational audits of practice learning environments must be in place. Application to the apprenticeship route includes an initial needs assessment at interview. Programme documentation and NHFT employer representatives detail the application process. NHFT employer representatives tell us NMC requirements for protected learning time is assured at application and is monitored through the educational audit process. Practice learning hours are recorded and verified in the PAD by practice assessors or practice supervisors. NHFT employer representatives tell us they agree the V300 entry requirement must meet the current approved V300 programme.

Documentary evidence confirms there's sufficient time to assure the NMC practice

hours for SPQ DN and V300 are achieved ensuring neither programme's practice learning requirement is compromised. Students undertake 20 percent off the job training. Attendance at theory sessions is monitored and non-attendance reported to the employing organisation. Protected learning time is monitored by practice assessors or practice supervisors and reviewed at each tripartite meeting by academic assessors. Where issues related to attendance in theory or practice are identified information is shared between the college and the employer. This includes fitness to practise issues and should a student give cause for concern in their workplace. NHFT employer representatives tell us students are supported by effective communication and committed partnership relationships with the college and programme team. Whilst there's commitment by NHFT to support an apprenticeship route the submitted signed practice learning agreement dated 26 October 2015 doesn't include confirmation of commitment to support and resource the proposed SPQ DN apprenticeship route. (Condition two)

Teaching and learning strategies continue to meet the approved programme. Evidence of progression towards achievement of programme competencies continues to be recorded in the PAD. Students provide evidence of case-based discussion and reflection on how they progress towards meeting practice competencies and the Standards for SPQ DN. Tripartite meetings are undertaken every 12 weeks with practice assessors, academic assessors and students; practice supervisors can attend if required. Self-assessment and associated actions plans are developed in an initial tripartite meeting. Practice learning hours are recorded and monitored in the PAD. Practice assessors confirm they're responsible for assessing practice. They tell us academic assessors verify student proficiency achievement at the final summative tripartite meeting. Signed achievement of the V300 programme in the V300 PAD must be presented at the final tripartite meeting.

To further support the proposed apprenticeship programme UoD has developed an apprenticeship hub. Applicants access guidance for the admissions process through the hub. It supports students registering on university systems. The hub enables the programme team to monitor student progress in line with recording mechanisms required by the education and skills funds agency (ESFA). It provides ongoing support and guidance on the rules and regulations regarding monitoring and tracking apprenticeship students. It's a forum for programme teams and practice assessors and practice supervisors to share problem solving experiences and disseminate good practice.

• **Flexible modes of delivery**

Met

Inclusion of the apprenticeship route demonstrates a flexible approach in supporting the needs of the workforce. The college continue to offer full- and part-time postgraduate diploma or BSc (Hons) SPQ DN programmes funded by Health Education England (HEE). Flexibility is further considered in terms of further

progression to the MSc SPQ DN programme.

• **Linked to higher education accreditation**

Met

Unchanged since original approval on 31 May 2017.

• **Credit for APL and APEL**

Met

Unchanged since original approval on 31 May 2017.

Assurance is provided that the Standards framework for nursing and midwifery education relevant to curricula and assessment are met

No

SPQ DN apprenticeship programme documentation doesn't consistently refer to the integrated current approved V300 programme. The programme specification refers to the entry requirements of the SPP (2018) and doesn't reflect the V300 entry required by the Standards of proficiency for nurse and midwife prescribers (NMC, 2006). (Condition one)

The submitted practice learning agreement dated 26 October 2015 doesn't include confirmation of commitment to support and resource the proposed SPQ DN apprenticeship route. (Condition two)

Outcome

Is the standard met?

Not Met

SPQ DN apprenticeship programme documentation doesn't consistently refer to the integrated current approved V300 programme. The programme specification refers to the entry requirements of the SPP (2018) and doesn't reflect the V300 entry required by the Standards of proficiency for nurse and midwife prescribers (NMC, 2006).

Condition one: Provide programme documentation including a programme specification that evidences the approved V300 programme (NMC, 2006) is fully integrated into the SPQ DN apprenticeship programme. This must include that the SPQ DN apprenticeship programme entry requirements meet and exactly reflect the approved V300 programme entry requirements. (SFNME R2.6, SSEP

Standard 9.4, programme specific standards: Standards for entry) (Joint university and NMC condition)

The submitted practice learning agreement dated 26 October 2015 doesn't include confirmation of commitment to support and resource the proposed SPQ DN apprenticeship route.

Condition two: Provide a signed commitment statement from the employing PLP to confirm their intention to support the resources associated with the SPQ DN apprenticeship programme. (SFNME R2.5, R2.12, Standard 9.4, resources to support programme intentions) (Joint university and NMC condition)

Date: 9 June 2020

Post Event Review

Identify how the condition is met:

Condition one: The revised programme specification confirms requirements of the approved V300 programme (NMC, 2006) are fully integrated into the SPQ DN apprenticeship programme. This includes entry requirements that reflect the approved V300 programme entry requirements.

Evidence:

Revised programme specification, undated

Condition one is met.

Condition two: A signed commitment statement confirms NHFT's intention to support the resources associated with the SPQ DN apprenticeship programme.

Evidence:

Statement of commitment, NHFT, 1 July 2020

Condition two is met.

Date condition(s) met: 7 July 2020

Revised outcome after condition(s) met:

Met

Conditions one and two are met.

Standard 11: Learning Outcomes

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

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

Unchanged since original approval on 31 May 2017.

Outcome

Is the standard met?

Met

Date: 9 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 12: Content of education for common core
<ul style="list-style-type: none"> • Content
<p><i>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</i></p> <ul style="list-style-type: none"> • Content <p>Met</p> <p>Unchanged since original approval on 31 May 2017.</p>
Outcome
<p>Is the standard met?</p> <p>Met</p> <p>Date: 9 June 2020</p>
Post Event Review
Identify how the condition is met:
<p>Date condition(s) met:</p> <p>N/A</p> <p>Revised outcome after condition(s) met:</p> <p>N/A</p>

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

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

Unchanged since original approval on 31 May 2017.

Outcome

Is the standard met?

Met

Date: 9 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Programme specific standards

- Standards for entry

Evidence provides assurance that the standards for entry are met:

No

The programme team present SPQ DN apprenticeship programme documentation which reflects appropriate SPQ DN entry requirements, however the V300 programme entry requirement reflects SPP (NMC, 2018) Standard 1.7. This requires applicants to be registered with the NMC for a minimum of one year prior to application for entry onto the V300 programme. As a result of the deferred prescribing programmes approval visit the SPQ DN apprenticeship programme doesn't meet the approved V300 Standards of proficiency for nurse and midwife prescribers (NMC, 2006) programme entry requirement. (Condition one)

Outcome

Is the standard met?

Not Met

SPQ DN apprenticeship programme documentation doesn't consistently refer to the integrated current approved V300 programme. The programme specification refers to the entry requirements of the SPP (2018) and doesn't reflect the V300 entry required by the Standards of proficiency for nurse and midwife prescribers (NMC, 2006).

Condition one: Provide programme documentation including a programme specification that evidences the approved V300 programme (NMC, 2006) is fully integrated into the SPQ DN apprenticeship programme. This must include that the SPQ DN apprenticeship programme entry requirements meet and exactly reflect the approved V300 programme entry requirements. (SFNME R2.6, SSEP Standard 9.4, programme specific standards: Standards for entry) (Joint university and NMC condition)

Date: 9 June 2020

Post Event Review

Identify how the condition is met:

Condition one: The revised programme specification confirms the requirements of the approved V300 programme (NMC, 2006) are fully integrated into the SPQ DN

apprenticeship programme. This includes entry requirements that reflect the approved V300 programme entry requirements.

Evidence:

Revised programme specification, undated

Condition one is met.

Date condition(s) met: 7 July 2020

Revised outcome after condition(s) met:

Met

Condition one is met.

Programme specific standards

Specific learning outcomes

- Clinical nursing practice
- Care and programme management

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

Unchanged since original approval on 31 May 2017.

Assurance is provided that the Standards framework for nursing and midwifery education relevant to curricula and assessment are met

Yes

Outcome

Is the standard met?

Met

Date: 9 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

NMC Circular 03/2011 - Resources to support programme intentions

Programme providers must provide evidence at programme approval that resources are currently available to support programme intentions

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

• Programme providers must provide evidence at programme approval that resources are currently available to support programme intentions.

Not Met

The programme continues to meet NMC standards for academic resourcing. There's sufficient appropriately qualified academic staff to support the programme delivery. The academic programme team have recorded teacher qualifications and specialist qualifications, including V100 and V300 prescribing.

NHFT confirm commitment to support the programme intentions including protected learning time with suitably qualified practice assessors and practice supervisors. The submitted practice learning agreement dated 26 October 2015 doesn't include confirmation of commitment to support and resource the proposed SPQ DN apprenticeship route. (Condition two)

Assurance is provided that the Standards framework for nursing and midwifery education relevant to supervision and assessment are met

No

The submitted practice learning agreement dated 26 October 2015 doesn't include confirmation of commitment to support and resource the proposed SPQ DN apprenticeship route. (Condition two)

Assurance is provided that Gateway 2: Standards for student supervision and assessment are met

Yes

Outcome

Is the standard met?

Not Met

The submitted practice learning agreement dated 26 October 2015 doesn't include confirmation of commitment to support and resource the proposed SPQ DN apprenticeship route.

Condition two: Provide a signed commitment statement from the employing PLP to confirm their intention to support the resources associated with the SPQ DN apprenticeship programme. (SFNME R2.5, R2.12, SSEP Standard 9.4, resources to support programme intentions) (Joint university and NMC condition)

Date: 9 June 2020

Post Event Review

Identify how the condition is met:

Condition two: A signed commitment statement confirms NHFT's intention to support the resources associated with the SPQ DN apprenticeship programme.

Evidence:

Statement of commitment, NHFT, 1 July 2020

Condition two is met.

Date condition(s) met: 7 July 2020

Revised outcome after condition(s) met:

Met

Condition two is met.

Section four

Source 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	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Please specify field/route SPQ DN	
Student facing documentation including: programme handbook	Yes
Please specify field/route SPQ DN	
Practice assessment documentation (PAD)	Yes
Practice placement handbook:	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018) at programme level	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	No
List additional documentation: Presentation by the programme team, 9 June 2020 NMC, AEI and PLP annual self-report, 17 January 2020 Post visit documentation: Revised programme specification, undated Statement of commitment, NHFT, 1 July 2020 District nursing apprenticeship consent form, undated Implementation plan for SUC involvement in the programme, undated Response to the conditions, 7 July 2020 Email confirmation from the chair of the approval panel to confirm the conditions are met, 13 July 2020	
If you stated no above, please provide the reason and mitigation The submitted practice learning agreement between UoD and NHFT doesn't	

include the proposed SPQ DN apprenticeship route. This is subject to condition two.

Additional comments:
None

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: September 2019 x three SPQ DN students	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments: None	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning/Virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation Not required for this visit.	
Additional comments: None	

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Issue record

Final Report

Author	Bernadette Martin	Date	18 June 2020
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Submitted by	Amy Young	Date	5 August 2020
Approved by	Helen Shapcott	Date	11 August 2020