

Programme approval report

Section one

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| <p>Programme provider name:</p> | <p>University of Cumbria</p> |
| <p>In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i></p> | <p>North Cumbria Integrated Care NHS Foundation Trust</p> <p>Blackpool Teaching Hospitals NHS Trust</p> <p>University Hospitals of Morecambe Bay NHS Foundation Trust</p> <p>Airedale NHS Foundation Trust</p> <p>Lancashire and South Cumbria NHS Foundation Trust</p> <p>Bolton 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 checked="" 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> |

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| | <p>Specialist practitioner - community learning disabilities nursing <input checked="" 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> |
| <p>Title of programme:</p> | <p>BSc (Hons) Community Specialist Practitioner (District Nursing)</p> <p>BSc (Hons) Community Specialist Practitioner (Community Learning Disability Nursing)</p> <p>Graduate Diploma Community Specialist Practitioner (District Nursing)</p> <p>Graduate Diploma Community Specialist Practitioner (Community Learning Disability Nursing)</p> <p>Postgraduate Diploma Community Specialist Practitioner (District Nursing)</p> <p>Postgraduate Diploma Community Specialist Practitioner (Community Learning Disability Nursing)</p> <p>Postgraduate Diploma District Nursing Degree Level Apprenticeship</p> |
| <p>Academic levels:</p> | |
| <p>Specialist practitioner - District nursing with integrated V100 nurse prescribing</p> | <p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> |

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| Specialist practitioner - District nursing with integrated V300 nurse prescribing | <p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> |
| Specialist practitioner - adult nursing | <p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> |
| Specialist practitioner - mental health | <p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> |
| Specialist practitioner - child | <p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> |
| Specialist practitioner - learning disabilities | <p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> |
| Specialist practitioner - general practice nursing | <p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> |

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| Specialist practitioner - community mental health nursing | <p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> |
| Specialist practitioner - community children's nursing | <p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> |
| Specialist practitioner - community learning disabilities nursing | <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 - occupational health nursing | <p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> |
| Specialist practitioner - school nursing | <p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> |
| Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship | <p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> |

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| Date of approval visit: | 24 November 2020 |
| Programme start date: | |
| Specialist practitioner - District nursing with integrated V100 nurse prescribing | <input type="text"/> |
| Specialist practitioner - District nursing with integrated V300 nurse prescribing | 1 March 2021 |
| Specialist practitioner - adult nursing | <input type="text"/> |
| Specialist practitioner - mental health | <input type="text"/> |
| Specialist practitioner - child | <input type="text"/> |
| Specialist practitioner - learning disabilities | <input type="text"/> |
| Specialist practitioner - general practice nursing | <input type="text"/> |
| Specialist practitioner - community mental health nursing | <input type="text"/> |
| Specialist practitioner - community children's nursing | <input type="text"/> |
| Specialist practitioner - community learning disabilities nursing | 1 March 2021 |
| Specialist practitioner - occupational health nursing | <input type="text"/> |
| Specialist practitioner - school nursing | <input type="text"/> |
| Apprenticeship route | |
| Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship | 1 March 2021 |
| QA visitor(s): | Registrant Visitor: Ann Cubbin |

Section two

Summary of review and findings

The University of Cumbria (UoC), institute of health (the institute) has an established record of delivering the specialist practitioner qualification district nursing (SPQ DN), and SPQ community learning disabilities nursing (CLDN) programmes. The institute present for approval the SPQ DN and SPQ CLDN Bachelor of science (BSc) (Hons), graduate diploma and postgraduate diploma programme. It's been designed to meet the Standards for specialist education and practice (SSEP) (Nursing and Midwifery Council (NMC), 2001). The SPQ DN route is further informed by the Queen's Nursing Institute (QNI) and the Queen's Nursing Institute Scotland (QNIS) (2015) voluntary standards for DN.

The institute further propose an SPQ DN non-integrated apprenticeship route, and to replace V100 nurse prescribing with an integrated V300 independent and supplementary prescribing award in the SPQ DN programme routes. V300 is an option in the SPQ CLDN programme. Inclusion of the V300 award incorporates the Standards for prescribing programmes (SPP) (NMC, 2018) and the Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS, 2016) competency framework for all prescribers) (NMC, 2018). V100 isn't offered as part of the programme. Practice learning partners (PLPs) and employer partners (EPs) tell us that V100 doesn't meet the requirements of SPQ service need. The programmes are offered full-time over 52 weeks and part-time over 104 weeks. There's an option to undertake the SPQ DN theory predominantly online over 104 weeks. The SPQ DN apprenticeship route is delivered full-time over 18 months which includes the apprenticeship end point assessment (EPA). The standards for SPQ DN and the V300 are achieved before the EPA.

There's evidence of positive partnership working between the institute and key stakeholders including PLPs, EPs, students and service user and carers (SUCs). Stakeholders confirm some engagement in programme design, recruitment, delivery, assessment and evaluation. Partnership working is demonstrated by EPs who attended the approval visit and who provide written commitment to support the SPQ DN apprenticeship route. The following EPs support the proposed apprenticeship route: Blackpool Teaching Hospital NHS Foundation Trust, North Cumbria Integrated Care NHS Foundation Trust, University Hospitals of Morecambe Bay NHS Foundation Trust and Airedale NHS Foundation Trust.

Arrangements at programme level don't meet the Standards framework for nursing

and midwifery education (SFNME) (NMC, 2018).

Arrangements at programme level meet the Standards for student supervision and assessment (SSSA) (NMC, 2018).

The approval visit was undertaken remotely during the COVID-19 pandemic.

The programme is recommended for approval subject to two NMC conditions and three joint NMC and university conditions. There's one university condition. Two joint NMC and university recommendations are made.

Updated 22 December 2020:

The UoC has provided additional evidence to meet the three NMC conditions and the two joint NMC and university conditions. UoC confirm the university condition is met.

The conditions are 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:

Condition one: Provide an implementation plan that evidences SUC involvement in the design, delivery and assessment across the programmes and associated training. (SFNME R1.12, R5.14) (NMC and university condition)

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| | <p>Condition two: Provide an implementation plan for how feedback from key stakeholders including PLPs, SUCs and students will inform ongoing and future developments in all programmes. (SFNME R1.12, R4.9) (NMC and university condition)</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>Condition three: Provide SPQ CLDN specific programme documentation that is explicitly focused on the SPQ CLDN route. (SFNME R2.1)</p> <p>Condition four: Programme documentation must be submitted that fully reflects the non-integrated SPQ DN apprenticeship programme presented for approval. (SFNME R2.1; SSEP Standard 9.4)</p> <p>Condition five: Provide a clear mapping tool within the programme documentation, including in the practice assessment document (PAD), that clearly confirms how apprenticeship SPQ DN students demonstrate achievement of all the SSEP. (SFNME R2.2; SSEP Standard 11) (NMC and university condition)</p> <p>Education governance: management and quality assurance:</p> <p>Condition six: Attend to the detailing and editing of documents as specified in the annexe. (University condition)</p> |
| <p>Date condition(s) to be met:</p> | <p>22 December 2020</p> |

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| <p>Recommendations to enhance the programme delivery:</p> | <p>Recommendation one: The institute should monitor the academic resources available to support all students. (SFNME R3.18) (NMC and university recommendation)</p> <p>Recommendation two: The programme team should monitor how the public health content in the SPQ CLD programme is evaluated by students. (SFNME R3.18, R5.2; SSEP Standard 9.4) (NMC and university recommendation)</p> |
| <p>Focused areas for future monitoring:</p> | <p>None identified.</p> |

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| <p>Programme is recommended for approval subject to specific conditions being met</p> |
| <p>Commentary post review of evidence against conditions: Additional and revised copies of the programme documentation provide evidence the conditions are met.</p> <p>An implementation plan details how SUCs will be supported to enable their involvement in the design, delivery and assessment across the programmes. Condition one is met.</p> <p>An implementation plan details the process for how feedback from key stakeholders will inform ongoing and future programme developments. Condition two is met.</p> <p>Revised SPQ CLDN programme handbook and PAD explicitly detail the route, providing evidence that students have a clear identity within the programme. Condition three is met.</p> <p>Revised SPQ DN apprenticeship programme documentation clearly detail and reflect a non-integrated EPA. Condition four is met.</p> |

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| Mapping documentation confirms apprentice SPQ DN students are assessed in practice against the SSEP. Condition five is met. | |
| UoC has confirmed that the university condition is met. | |
| AEI Observations | Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> |
| Summary of observations made, if applicable | |
| Final recommendation made to NMC: | Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/> |
| Date condition(s) met: | 22 December 2020 |

Section three

| NMC Programme standards |
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| 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 |
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| The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders. |
| Please refer to the following NMC standards reference points for this section: Standards framework for nursing and midwifery education (NMC, 2018) |

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC [Standards for student supervision and assessment](#)

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning.

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment.

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

[Standards for student supervision and assessment](#) (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate.

Standard 2: Expectations of practice supervisors:

R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

Documentary evidence and the approval process demonstrates partnership working between the institute, PLPs and EPs at strategic and operational levels. Communication and collaboration between PLPs, EPs and the UoC is confirmed at the approval visit. PLPs and EPs tell us that they have established working relationships with the institute and the programme team. There's evidence of a commitment by the institute to support the service needs of PLPs and EPs.

Sound partnership working between practice learning environments and the institute is well established and supports practice learning. There's clear evidence that practice assessors, practice supervisors and academic assessors meet with students in the practice learning environment at relevant points in the programme. Practice assessors tell us that they're well supported by the programme team and their employers to support students. PLPs and EPs confirm that the inclusion of V300 is required to meet the increasingly complex service need within DN practice. They tell us that the development of the SPQ DN apprenticeship route further supports employer requirements.

PLPs and EPs confirm that there's a strategic approach to the SSSA across all NMC programmes. There are effective monitoring processes in place to ensure practice learning environments meet the requirements of the SSSA; this includes the educational audit process. PLPs and EPs commend the institute's commitment to effective partnership approaches to the implementation and operationalisation of the SSSA. They tell us that the programme team engage with them in supporting the preparation of supervision and assessment in the specialist practice learning environment.

There's limited evidence of SUC contribution. UoC have a strategic plan to continue to improve SUC engagement across the institute. SUCs tell us about their

involvement in programmes across the institute. They aren't able to tell us about their involvement in the SPQ programme; they confirm they would welcome future involvement in the programme. Programme documentation and students confirm that SUC feedback is required as part of essential evidence in the PAD. The involvement of SUCs and how they'll be supported and prepared to support the SPQ programme isn't clearly evidenced in the programme documentation.
(Condition one)

Students, SUCs and PLPs tell us that they have had some involvement in discussions associated with the programme development. EPs are fully aware of and welcome the development of the SPQ DN apprenticeship route. There's limited documentary evidence of a robust consultation process across programme development. Stakeholders confirm their involvement in consultation discussions, however they couldn't clearly confirm awareness of how their feedback informs ongoing and future developments of the SPQ DN and CLDN programmes. There's limited documentary evidence of how the programme team will consider stakeholder feedback to inform ongoing and future programme development.
(Condition two)

Documentary evidence and students confirm that programme evaluation is undertaken across the programme length and includes evaluation of the practice learning environment. Documentary evidence, including student and practice assessor facing documents, confirm the process for raising concerns. Students, PLPs, EPs and practice assessors tell us that they understand the process for raising concerns in practice or at UoC, and that issues are managed appropriately in partnership with PLPs and the programme team. Students tell us that they're supported academically and in the practice learning environment. The PAD is designed to encourage them to be proactive and take responsibility for their learning. The programme enables students to experience learning in a variety of practice learning environments. Students tell us that they're supported during the programme; they commend the programme team and particularly the programme lead who they tell us provides exceptional support. Students confirm that UoC's wider support mechanisms, including information technology (IT) and library departments, respond effectively to any requests for support. Students tell us the programme prepares them for the specialist practitioner role. They tell us that, whilst the SPQ DN and SPQ CLDN programmes are challenging and intense, they feel supported and confirm an overall valuable learning experience.

Students are encouraged to identify gaps in their experience of working with diverse groups, and use the opportunity of a five-day alternative practice learning environment to address any areas of practice they wish to experience. Action learning sets present a platform for effective sharing of practice and provide

students with a process to engage in interprofessional learning across theory and practice. Students are supported in practice by experienced specialist practitioner practice assessors and practice supervisors. The V300 programme provides the opportunity to practice with and learn from experienced prescribers. The institute demonstrates learning environments that optimise a safe and quality practice learning experience. PLPs and EPs confirm that they work in partnership with the programme team to ensure practice learning meets the requirements of the programme. Documentary evidence confirms a robust partnership approach to ensure educational audits of practice learning environments are undertaken. Protected learning time is confirmed at application and is monitored through the educational audit process.

Students tell us that in the main they have a positive experience of the DN and CLDN shared learning and teaching. CLDN students tell us that they do at times feel the identity of their discipline is less focused; they describe their nursing discipline as sometimes an 'add on' to the SPQ DN route. Programme content reflects the requirements for SPQ CLDN, however student facing documentation doesn't fully differentiate between both routes. (Condition three)

Students tell us that they're well supported; those undertaking the SPQ CLDN programme tell us that whilst they receive a positive learning experience, they tell us that they feel more supported by expert CLDN teachers. Senior institute managers confirm that recent recruitment to the programme team includes an academic who has an SPQ CLDN NMC recorded qualification. The institute are advised to monitor the academic resources available to support all students and in particular those undertaking the SPQ CLDN route. (Recommendation one)

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**

The involvement of SUCs and how they'll be supported and prepared to support the programme isn't clearly evidenced in the programme documentation.

Condition one: Provide an implementation plan that evidences SUC involvement in the design, delivery and assessment across the programmes and associated training. (SFNME R1.12, R5.14) (NMC and university condition)

There's limited documentary evidence of how the programme team will consider stakeholder feedback to inform programme development.

Condition two: Provide an implementation plan for how feedback from key stakeholders including PLPs, SUCs and students will inform ongoing and future developments in all programmes. (SFNME R1.12, R4.9) (NMC and university condition)

Programme content reflects the requirements for SPQ CLDN, however student facing documentation doesn't fully differentiate between both routes.

Condition three: Provide SPQ CLD specific programme documentation that is explicitly focused on the SPQ CLDN route. (SFNME R2.1)

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:

Condition one: An implementation plan and defined timeline clearly details how SUCs will be supported and trained to enable their involvement in the design, delivery and assessment across the programmes. The plan includes how the process will be sustained for future SUC involvement.

Evidence:

Stakeholder implementation plan, undated

Condition one is met.

Condition two: An implementation plan details the process for how feedback from key stakeholders will inform ongoing and future programme developments. This includes how the student forum and evaluation of practice and theory learning will be used to inform programme developments. The plan further details how programme teams work locally with PLPs and EPs through attendance at practice partnership meetings, and how practice evaluations will inform further programme developments. Information on how feedback is used to inform programme development is detailed in the revised employer and practice assessor handbook.

Evidence:

Stakeholder implementation plan, undated

Revised, employer and practice assessor handbook, undated

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| Condition two is met. | | |
| Condition three: Revised SPQ CLDN programme handbook and PAD explicitly detail the route providing evidence that CLDN students have a clear identity within the programme. | | |
| Evidence: Revised, SPQ CLDN programme handbook, undated Revised, SPQ CLDN PAD, undated | | |
| Condition three is met. | | |
| Date condition(s) met: 22 December 2020 | | |
| Revised outcome after condition(s) met: | MET <input checked="" type="checkbox"/> | NOT MET <input type="checkbox"/> |

| Community Practitioner Nurse Prescriber (V100) | | |
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| Please indicate whether the V100 is an integrated or optional element of the Specialist practice programme. | | |
| Optional <input type="checkbox"/> | Integrated <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| V100 isn't delivered in the SPQ programme, it doesn't meet employer service requirements. | | |
| 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 <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| 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 isn't delivered in the SPQ programme, it doesn't meet employer service requirements. | | |

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

V300 is integrated in the SPQ DN route to meet the service requirements of PLPs and EPs. It's required within the SPQ DN apprenticeship route.

V300 is an option in the SQP CLDN route.

Please indicate whether the V300 is to be approved at this event against the [Standards for prescribing programmes](#) and [Standards of proficiency for nurse and midwife prescriber](#) (adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2018)

Yes No

OR

If V300 is approved against [Standards for prescribing programmes](#) and [Standards of proficiency for nurse and midwife prescriber](#) provide the date it was approved:

The NMC approved the UoC prescribing programme on 6 July 2020.

Proposed transfer of current students to the programme under review

Education institutions and their practice learning partners may propose to transfer current students to the programme under review. Evidence must be provided to support this proposed transfer.

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the [Standards for specialist education and practice](#) (NMC, 2001) will be met if existing students are to transfer to the proposed programme.

No students will transfer to the programmes under review. The programme team confirm all current students will have completed the current programme.

Transfer of current students to Standards for student supervision and assessment (NMC, 2018)

Education institutions and their practice learning partners may propose to transfer current students to the [Standards for student supervision and assessment](#) (NMC, 2018). If so, evidence must be provided to support this proposed transfer as part of the education institution’s mapping process at Gateway 3.

From your documentary analysis and your meetings provide an evaluative summary to confirm how the transfer to the **Standards for student supervision and assessment (SSSA)** will be met.

Current students have transferred to the SSSA. Students confirm that they’ve transferred to the SSSA and are assigned to a practice assessor and a practice supervisor who are prepared to support them in the practice environment.

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

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| 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 Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> • 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 <input checked="" type="checkbox"/> No <input type="checkbox"/> |

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| Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met | |
| | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> |
| Outcome | |
| Is the standard met? | MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/> |
| Date: 24 November 2020 | |
| Post event review | |
| Identify how the condition(s) is met | |
| N/A | |
| Date condition(s) met: | |
| N/A | |
| Revised outcome after condition(s) met: | MET <input type="checkbox"/> NOT MET <input type="checkbox"/> |
| N/A | |

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| Standard 9.4: Length and content of programme |
| <ul style="list-style-type: none"> • No less than first degree level • No less than 32 weeks • 50 percent theory and 50 percent practice <p>Key principles:</p> <ul style="list-style-type: none"> • 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 No
- No less than 32 weeks
Yes No
- 50 percent theory and 50 percent practice
Yes No

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

Key principles:

- Combination of core and specific modules – core no less than 1/3 and no more than 2/3 of total

MET **NOT MET**

The programme has been developed in response to consultation with PLPs and EPs and includes core and specific modules to ensure students experience an appropriate range of learning that incorporates the development of advanced specialist practitioner practice with the opportunity to experience inter-professional learning.

Core and specific modules are undertaken at academic levels six and seven. Health assessment in clinical practice supports the development of physical assessment skills for SPQ DN students and uses simulation and practice-based learning. This supports the assessment skills required for V300 prescribing. SPQ CLDN students who undertake the V300 option must evidence they meet the requirements for the V300 programme at application.

Evidence-based practice is supported through a blended learning approach with online and face to face contact across both routes. Service requirements for SPQ practitioners with effective leadership skills informed the development of a leadership module. This module replaces a specific public health module. SPQ CLDN students tell us that they're disappointed there's no specific public health module in the proposed programme as they value this in informing their practice. Programme documentation and the programme team confirm that public health content is integrated and considered throughout the teaching and learning strategy. The programme team are advised to specifically monitor student experience in terms of the how the SPQ CLDN students evaluate the programme public health content. (Recommendation two)

A practice development module is specific to each SPQ discipline and enables students to develop the skills to work within an advanced practice role and meet the diverse service needs of the local population.

A specialist community nursing practice module focuses on the development of route specific skills in practice and is delivered across the duration of the programme. This requires students to complete a PAD that records and evidences progression towards achievement of the SSEP.

- A coherent programme of learning

MET **NOT MET**

Documentary evidence and the approval process confirms that students must meet all the NMC requirements for specialist practice in order to practice as a specialist practitioner district nurse or community learning disability nurse. The requirements of the V300 independent and supplementary prescribing must be met by students undertaking the programme. Programme documentation confirms both programmes are achieved without compromising the theory and practice learning requirements of either programme.

V300 is core to SPQ DN; it's an option in the SPQ CLDN programme. Community learning disability PLPs support the optional V300 for students who meet the entry requirements of the V300 programme. They confirm that if V300 is an identified service need a student will be supported to undertake the award. V300 will be awarded if students achieve all the NMC requirements of this programme. SPQ CLDN students who don't access the V300 undertake a negotiated learning module.

Evidence of reflection on progression towards achievement is recorded in a portfolio of evidence; students provide evidence of how they progress towards meeting practice competencies. This supports the evidence required in the PAD to confirm the SSEP have been met. Students complete self-assessment and action plans; practice learning hours are recorded and monitored at tripartite meetings. There are two formative tripartite meetings with practice assessors, academic assessors and students; practice supervisors can attend if required. Practice assessors are responsible for the assessment of practice; academic assessors verify the achievement of proficiencies at the final summative tripartite.

Achievement of the V300 programme is recorded in the PAD; if there's a different V300 practice assessor this will be recorded in the PAD. There's evidence of communication opportunities if the V300 and SPQ practice assessors are different individuals. Practice supervisors tell us that they're well supported by practice assessors and academic assessors to share observations about student conduct, proficiency and achievement. Practice supervisors confirm that student practice learning documentation enables them to record observations about progression; they tell us that their contribution to student learning is valued.

SPQ DN apprenticeship programme documentation isn't clear and doesn't identify a complete programme structure. Discussion with the programme team confirms that SPQ DN apprentice students enter the EPA period on successful completion

of the final tripartite. The programme documentation isn't fully complete; the programme team tell us that this isn't complete due to anticipated national changes to an integrated assessment. Discussion at the approval visit confirms the programme team must submit complete current programme apprenticeship documentation that reflects a non-integrated EPA programme structure. (Condition four)

- Flexible modes of delivery

MET **NOT MET**

Inclusion of the V300 award and leadership module demonstrates a flexible approach in supporting the increasingly complex needs of the SPQ workforce. Full- and part-time routes, including an SPQ DN apprenticeship route, are offered. Flexibility is further considered in terms of further progression to a Master of science programme specifically tailored to further students practice development and learning needs. There are clear criteria for students on completion of their respective SPQ programme to continue their studies and complete a 60-credit advanced work-based dissertation.

- Linked to higher education accreditation

MET **NOT MET**

The programme is delivered at academic levels six and seven. The programme is mapped against the module learning outcomes, programme outcomes and the assessment strategy.

- Credit for APL and APEL

MET **NOT MET**

Students undertaking the BSc (Hons) programme can apply for recognition of prior learning (RPL) up to a maximum of 50 percent of the programme credits. Postgraduate diploma students can RPL up to a maximum of 60 academic credits.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to curricula and assessment are met

YES **NO**

SPQ DN apprenticeship programme documentation isn't clear and doesn't identify a complete programme structure. The programme team must submit complete current programme apprenticeship documentation that reflects a non-integrated EPA programme structure. (Condition four)

Outcome

| | |
|---|--|
| Is the standard met? | MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/> |
| <p>SPQ DN apprenticeship programme documentation isn't clear and doesn't identify a complete programme structure. The programme team must submit complete current programme apprenticeship documentation that reflects a non-integrated EPA programme structure.</p> <p>Condition four: Programme documentation must be submitted that fully reflects the non-integrated SPQ DN apprenticeship programme presented for approval. (SFNME R2.1; SSEP Standard 9.4)</p> <p>Date: 24 November 2020</p> | |
| Post event review | |
| Identify how the condition(s) is met: | |
| <p>Condition four: Revised SPQ DN apprenticeship programme documentation including handbooks, programme specification, PAD and EP and practice assessor facing documents clearly detail and reflect a non-integrated EPA programme structure.</p> <p>Evidence: Revised, SPQ DN apprenticeship programme handbook, undated Revised, practice assessor and practice supervisor handbook, undated Revised, employer and practice assessor handbook, undated Fact sheet, off the job training, key facts, undated Revised, SPQ DN apprenticeship validation briefing document, undated Revised, programme specification, undated Revised, PAD, undated</p> <p>Condition four is met.</p> | |
| Date condition(s): 22 December 2020 | |
| Revised outcome after condition(s) met: | MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/> |

| | |
|--|--|
| Fall Back Award | |
| <i>Standards framework for nursing and midwifery education, specifically R2.11, R2.20</i> | |
| Findings against the standards and requirements | |
| Fall Back Award | |
| If there is a fall back exit award with registration as a specialist practitioner all NMC standards and proficiencies are met within the award | |
| YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/> | |
| There are no fall back exit awards that lead to NMC registration as a specialist practitioner. | |
| Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met | |
| YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> | |
| Outcome | |
| Is the standard met? | MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/> |
| Date: 24 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 | |

Standard 11: Learning Outcomes

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

Findings against the standard and requirements

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

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

MET **NOT MET**

The SPQ programme routes development is informed by and mapped against the SSEP. The SPQ DN is mapped against the QNI/QNIS voluntary standards for district nurse education and practice. Modules and assessments are mapped against programme outcomes. The programme has adopted the SSSA. The V300 programme has NMC approval therefore meets the requirements of the SPP and the Standards of proficiency for nurse and midwife prescriber (adoption of the RPS competency framework for all prescribers) (NMC, 2018).

Documentary evidence and the approval process confirms applicants must meet the V300 programme entry requirements. Applicants must complete the V300 specific application form which includes confirmation of appropriate practice supervision and assessment. If the identified specialist practitioner practice assessor doesn't meet the V300 requirement, a suitable V300 practice assessor is allocated. There's a robust selection process and educational audits of practice learning environments are undertaken. Application to the apprenticeship route includes an initial needs assessment at interview. Programme documentation confirms the application requirements of the apprenticeship route. Protected learning time is confirmed at application and is monitored through the educational audit process. Practice learning hours are recorded and verified in the practice portfolio by practice assessors and practice supervisors.

Programme documentation details programme plans for each route. They evidence sufficient time to assure the NMC practice hours for SPQ DN, SPQ CLDN and V300 are achieved ensuring the programme's practice learning requirement isn't compromised. Attendance at theory sessions is monitored and non-attendance reported to the employing organisation. The programme team confirm that online learning is monitored and recorded. Protected learning time is monitored by practice assessors and practice supervisors, and reviewed at each tripartite meeting by academic assessors. Where issues related to attendance in theory or practice are identified PLPs and EPs confirm that there's processes in place to share information between the institute, PLPs and EPs. This includes

fitness to practise issues or if students give or report a cause for concern in their workplace.

Practice learning is assessed in the respective PADs against clinical nursing practice, care management, clinical practice leadership and clinical practice development. Practice assessment in the SPQ DN apprenticeship PAD is mapped against the apprenticeship knowledge, skills and behaviours. This doesn't clearly evidence how practice for apprenticeship students is assessed against the SSEP. (Condition five)

Teaching and learning methods include lectures, seminars, self-directed learning and tutorials. The UoC virtual learning environment (VLE) supports online delivery and a blended learning approach with access to online resources. Students can undertake alternative practice experiences relative to their learning needs. Directed study supports the development of practice learning; students record and reflect on critical incident scenarios and practice learning experiences. The practice portfolio evidences practice learning and progression towards achievement of practice competencies in the PAD. Action learning sets enable students to learn from peers through inter-disciplinary learning. Students confirm that the teaching and learning strategies support their learning.

Programme documentation details practice assessor, practice supervisor and academic assessor roles and confirms there's guidelines and processes in place to assign each student to a practice assessor who's a qualified specialist practitioner. Practice assessors and practice supervisors confirm that they're prepared for the role. They tell us that there's programme specific preparation updates delivered by the programme team twice during the academic year. The programme team provide further specialist practice related updates in conjunction with SSSA preparation provided by PLPs. Practice assessor and practice supervisor handbooks provide comprehensive programme information.

Outcome

Is the standard met?

MET **NOT MET**

Practice assessment in the SPQ DN apprentice PAD is mapped against the apprenticeship knowledge, skills and behaviours. There's no clear evidence that practice is assessed against the SSEP.

Condition five: Provide a clear mapping tool within the programme documentation, including in the PAD, that clearly confirms how apprenticeship SPQ DN students demonstrate achievement of the SSEP. (SFNME R2.2; SSEP Standard 11) (NMC and university condition)

Date: 24 November 2020

Post event review

Identify how the condition(s) is met:

Condition five: Mapping against and a statement of competency in the PAD confirm the SSEP are assessed in practice. A revised programme specification and programme handbook confirm practice is appropriately assessed and students must demonstrate achievement of the SPQ DN requirements.

Evidence:

- Revised, SPQ DN apprenticeship programme handbook, undated
- Revised, SPQ DN apprenticeship validation briefing document, undated
- Revised, SPQ DN apprenticeship programme specification, undated
- Revised, SPQ DN apprenticeship PAD, undated

Condition five is met.

Date condition(s): 22 December 2020

Revised outcome after condition(s) met:

MET **NOT MET**

Standard 12: Content of education for common core

- Content

Findings against the standards and requirements

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

- Content

MET **NOT MET**

Programme outcomes are clearly stated; specific modules reflect both DN and CLDN practice. There's mapping to confirm that the content in each module meets the programme requirements.

Students tell us that the portfolio of evidence supports the application of theory to practice and the programme content effectively prepares them for contemporary advanced specialist practice. DN PLPs and EPs tell us that V100 doesn't meet DN service requirements. They fully support the inclusion of integrated V300. PLPs, EPs and students commend the programme team for their commitment to partnership working to develop an SPQ award that meets both DN and CLDN service need.

Outcome

Is the standard met?

MET **NOT MET**

Date: 24 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**

Programme learning outcomes are designed to ensure students develop the skills to provide contemporary, specialist care to individuals in their community. They support families and carers and manage changing community and population demographics. The programme prepares students to lead on the development of practice and support the delivery of complex care in home environments.

Outcome

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

Date: 24 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

| Programme specific standards | |
|---|--|
| <ul style="list-style-type: none"> Standards for entry | |
| Findings against the standards and requirements | |
| Evidence provides assurance that the standards for entry are met: | |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | |
| Outcome | |
| Is the standard met? | MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/> |
| Date: 24 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 | |

| Programme specific standards | |
|--|--|
| Specific learning outcomes <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**

Mapping of the programme learning outcomes and modules against the SSEP ensures that clinical nursing practice and care and programme management in both SPQ DN and CLDN are met.

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: 24 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

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 SPQ CLDN | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Student facing documentation including Submitted: programme handbook <i>Please specify route</i> SPQ DN SPQ CLDN | <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: | | |
| <p>List additional documentation:</p> <p>Post visit documentation:</p> <p>Stakeholder implementation plan, undated</p> <p>Revised, employer and practice assessor handbook, undated</p> <p>Revised, SPQ CLDN programme handbook, undated</p> <p>Revised, SPQ CLDN PAD, undated</p> <p>Revised, SPQ CLDN programme specification, undated</p> <p>Revised, SPQ DN programme specification, undated</p> <p>Revised, SPQ DN apprenticeship programme specification, undated</p> <p>Revised, SPQ DN PAD, undated</p> <p>Revised, SPQ DN apprenticeship PAD, undated</p> <p>Revised, SPQ DN apprenticeship programme handbook, undated</p> <p>Revised, practice assessor and practice supervisor handbook, undated</p> <p>Fact sheet, off the job training, key facts, undated</p> <p>Revised, SPQ DN and SPQ CLDN validation briefing document, undated</p> <p>Revised, SPQ DN apprenticeship validation briefing document, undated</p> <p>Revised, programme specification, undated</p> <p>Mapping document, SSEP to district nurse apprenticeship standard, undated</p> <p>Critical review of an existing programme for periodic review, undated</p> <p>UoC, final signed approval report, 18 December 2020</p> | | |
| <p>Additional comments:</p> <p>None identified.</p> | | |

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, September 2018 x one SPQ DN, September 2019 x one SPQ CLDN September 2018 x one SPQ CLDN September 2019 x one | | |
| Service users and carers | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If you stated no above, please provide the reason and mitigation | | |
| Additional comments: None identified. | | |

The visitor(s) viewed the following areas/facilities during the event:

| | YES | NO |
|--|--------------------------|-------------------------------------|
| Specialist teaching accommodation (e.g. clinical skills/simulation suites) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Library facilities | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Technology enhanced learning Virtual learning environment | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Educational audit tools/documentation | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Practice learning environments | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If yes, state where visited/findings: | | |
| If you stated no above, please provide the reason and mitigation Not necessary as an established AEI. | | |
| Additional comments: Not identified. | | |

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

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|---------------|-------------------|-------|------------------|
| Author(s): | Ann Cubbin | Date: | 16 December 2020 |
| Checked by: | Bernadette Martin | Date: | 21 December 2020 |
| Submitted by: | Amy Young | Date: | 21 January 2021 |
| Approved by: | Leeann Greer | Date: | 21 January 2021 |