

Programme Major Modification report

Section one

<p>Programme provider name:</p>	<p>Teesside University</p>
<p>In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i></p>	<p>County Durham and Darlington NHS Foundation Trust Gateshead NHS Foundation Trust North Tees and Hartlepool NHS Foundation Trust South Tees NHS Foundation Trust</p>
<p>Programme reviewed:</p>	<p>Select the specialist practitioner programme(s) to be reviewed: Specialist practitioner - District nursing with integrated V100 nurse prescribing <input type="checkbox"/> Specialist practitioner - District nursing with integrated V300 nurse prescribing <input type="checkbox"/> Specialist practitioner - adult nursing <input type="checkbox"/> Specialist practitioner - mental health <input type="checkbox"/> Specialist practitioner - child <input type="checkbox"/> Specialist practitioner - learning disabilities <input type="checkbox"/> Specialist practitioner - general practice nursing <input type="checkbox"/> Specialist practitioner - community mental health nursing <input type="checkbox"/> Specialist practitioner - community children's nursing <input type="checkbox"/> Specialist practitioner - community learning disabilities nursing <input type="checkbox"/> Specialist practitioner - occupational health nursing <input type="checkbox"/> Specialist practitioner - school nursing <input type="checkbox"/> Apprenticeship route Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship <input checked="" type="checkbox"/></p>

Title of current programme:	PgDip Specialist Practice in District Nursing
Title of modified programme if changed:	N/A
Academic level of current programme:	
Specialist practitioner - District nursing with integrated V100 nurse prescribing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Specialist practitioner - District nursing with integrated V300 nurse prescribing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Specialist practitioner - adult nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Specialist practitioner - mental health	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Specialist practitioner - child	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

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

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

	<input checked="" type="checkbox"/> N/A
Specialist practitioner - mental health	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
Specialist practitioner - child	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
Specialist practitioner - learning disabilities	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
Specialist practitioner - general practice nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input checked="" type="checkbox"/> N/A
Specialist practitioner - community mental health nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

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

Section two

Summary of review and findings

Teesside University (the university), school of health and life sciences (the school) present a modification of the approved specialist practitioner qualification (SPQ) district nursing (DN) with integrated independent and supplementary nurse prescribing (V300) programme. The modification is to add an apprenticeship route. The route is offered as a postgraduate diploma part-time over 19 months. The SPQ DN programme was approved on 23 June 2016.

Programme development has been informed by the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018). The Standards for student supervision and assessment (SSSA) (NMC, 2018) are adopted. The programme is mapped to the Standards for specialist education and practice (SSEP) (NMC, 2001), the Institute for Apprenticeships and Technical Education (IFATE) district nurses apprenticeship standards (2019) and the Queen's Nursing Institute (QNI) and the Queen's Nursing Institute Scotland (QNIS) voluntary standards for district nurse education and practice (2015). The programme is further informed by the Standards for prescribing programmes (SPP) (NMC, 2018) and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS, 2016) competency framework for all prescribers) (NMC, 2018). The V300 award is integrated in the postgraduate diploma apprenticeship programme. The university prescribing programme against the SPP was approved by the NMC on 26 February 2021.

There's evidence of effective partnership working within the school and programme. Documentary evidence and discussion at the modification visit show effective partnership working with practice learning partners (PLPs), students and service users and carers (SUCs). The following employer partners have been involved in the programme development and continue to work in partnership with the university; County Durham and Darlington NHS Foundation Trust, Gateshead NHS Foundation Trust, North Tees and Hartlepool NHS Foundation Trust and South Tees NHS Foundation Trust.

Core and specific modules are undertaken at academic level seven. The module 'patient-centric assessment and management of people with long term health conditions' supports the development of physical assessment skills; students learn skills using simulation which is further developed in practice learning. This

underpins the skills required to support learning in the V300 'advancing non-medical prescribing' module.

Arrangements at programme level meet the SFNME and the SSSA.

The programme is recommended for approval subject to two university conditions.

Updated 30 April 2021:

Evidence is provided that the changes required to meet the two university conditions have been made.

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:

None identified.

Selection, admission and progression:

None identified.

Practice learning:

None identified.

Assessment, fitness for practice and award:

	<p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: Remove reference to recognition of prior learning (RPL) opportunities for module CCH4034-N 'advancing non-medical prescribing' and identify appropriate replacement designated option modules for those students who have already studied that module previously. The options will need to be fully mapped to ensure they align to the apprenticeship standard. (University condition)</p> <p>Condition two: Revisit tidy-up items. (University condition)</p>
Date condition(s) to be met:	30 April 2021
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: Assurance has been provided that the two university conditions have been 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:	30 April 2021

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p>Standards for specialist education and practice (NMC, 2001)</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standards for student supervision and assessment (NMC, 2018)</p> <p>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)</p> <p>Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020)</p> <p>QA Handbook (NMC, 2020)</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>Standards framework for nursing and midwifery education (NMC, 2018)</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 Standards for student supervision and assessment</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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and discussion at the modification visit confirms that the programme has been developed in partnership with PLPs, students and SUCs.

There's clear commitment to effective partnership working within the school, students, SUCs and PLPs and employer partners. Documentary evidence and discussion at the modification visit demonstrates that governance structures and staff resources support effective partnership working with PLPs, students and SUCs. The practice assessment document (PAD) does include an opportunity for feedback from SUCs.

Recruitment and selection of students is set out and undertaken in partnership by the programme team and PLPs. The developmental commentary for the DN programmes identifies that service users are involved the recruitment process. SUCs provide a set of questions which are used at interview; PLPs confirmed that the questions from SUCs work well and are updated annually.

The documentary evidence and discussion at the modification visit shows that students are considered partners in programme development and delivery. Documentary evidence and discussion at the modification visit with students, PLPs and the programme team confirms that students are signposted to a range of services to support their academic and personal development. This includes a range of Teesside University services, for example pastoral support, academic literacy workshops, approved education institution (AEI) wellbeing team and the AEI apprenticeship team. Inter-professional education is evident in the programme; this is confirmed by the students and programme team at the approval visit.

The requirement for protected learning time in practice is clearly set out. The programme is 50 percent theory and 50 percent practice. Practice is assessed using the PAD which is underpinned by the SSSA. It ensures the opportunity for SUCs to feedback on student performance in the practice learning environment and includes formative and summative assessment throughout the programme. Summative assessment is undertaken by practice assessors and academic assessors.

Documentary evidence and discussion at the modification visit shows the approach to the preparation of practice assessors and practice supervisors to ensure they meet the requirements of the SSSA. Practice supervisors and practice

assessors are prepared to support the students. This is alongside the IFATE requirements for workplace assessor and workplace manager/mentor and the 12-weekly review meetings.

Guidance is provided for raising concerns about care delivery and student performance.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

MET **NOT MET**

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

MET **NOT MET**

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Community Practitioner Nurse Prescriber (V100)

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

Optional **Integrated** **N/A**

The apprenticeship standard requires the V300.

Please indicate whether the V100 is to be approved at this event against the [Standards for prescribing programmes](#) and [Standards of proficiency for nurse and midwife prescriber](#) (adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2018)

Yes No

OR

If V100 is approved against [Standards for prescribing programmes](#) and [Standards of proficiency for nurse and midwife prescriber](#) provide the date it was approved:

V100 was approved under the NMC 2018 standards on 26 February 2021.

Independent and Supplementary Prescribing (V300)

Please indicate whether the V300 is an integrated or optional element of the Specialist practice programme.

Optional Integrated N/A

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

Yes No

OR

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

V300 was approved under the NMC 2018 standards on 26 February 2021.

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.

Students will not be transferred to the apprenticeship route. Current students will continue on the Health Education England (HEE) funded 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.

The current programme is already using 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.

Findings against the standard and requirements

Evidence provides assurance that the following is met:

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

Yes No

<ul style="list-style-type: none"> 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. <p style="text-align: right;">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p>
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 12 March 2021</p>
<p>Post event review</p>
<p>Identify how the condition(s) is met</p> <p>N/A</p>
<p>Date condition(s) met:</p> <p>N/A</p>
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>

<p>Standard 9.4: Length and content of programme</p>
<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 local requirements, stakeholder consultation and student evaluation. The delivery of modules reflects the schools experience of blended teaching and learning strategies. The combination of core and specific modules at academic level seven ensure that students experience an appropriate range of learning incorporating the development of advanced DN practice

Core and specific modules are undertaken at academic level seven. The module 'patient-centric assessment and management of people with long term health conditions' supports the development of physical assessment skills; students learn skills using simulation which is further developed in practice learning. This underpins the skills required to support learning in the V300 'advancing non-medical prescribing' module.

Specific modules, 'advancing DN practice (part A) and advancing district nursing practice (part B)' and 'leadership and management in DN', incorporate the skills to lead practice and improve health within the context of DN practice. Students' practice learning experiences are supported by practice assessors and practice supervisors. For the apprenticeship route this includes 12-weekly meetings as required by the IFATE.

- A coherent programme of learning

MET **NOT MET**

Documentary evidence and discussion at the modification visit confirms that students must meet all NMC requirements for specialist practice in order to practice as a specialist district nurse. V300 is awarded if the SPP are achieved. The programme structure ensures that the requirements of V300 and SPQ DN are met. There's a coherent programme structure using blended learning, teaching, and assessment strategies to ensure effective theory links to practice. The programme documentation and discussion at the modification visit confirm the requirement for district nurses to work with technology and digital applications in practice environments.

Evidence of reflection on progression towards achievement of practice learning is recorded in the PAD. The PAD is comprehensively mapped to the SSEP and the IFATE district nurses apprenticeship standards. Students complete a variety of evidence including reflective accounts and episode of care and where needed action plans. Practice learning is recorded and monitored at tripartite meetings. Formative interviews are included in the PAD. Following the initial interview there's a mid-point and final interview with practice assessors, practice supervisors and students. Practice assessors are responsible for the assessment of practice; academic assessors verify the achievement of proficiencies at the final summative tripartite meeting.

Achievement of the V300 award is recorded in the V300 PAD. If the practice assessor does not meet the requirements to act as practice assessor for the V300 component an appropriately prepared and qualified practice assessor is identified. The name of the practice assessor must be recorded in the V300 PAD.

Documentary evidence and discussion at the modification visit confirms that the programme is 50 percent theory and 50 percent practice.

The practice learning handbook and PAD clearly detail the process if there's concerns about student progression. Performance is monitored and recorded by practice assessors, practice supervisors and academic assessors in the PAD. PLPs and students confirm that processes are in place to support students raising concerns; this is identified as part of the practice learning environment educational audit. PLPs describe effective communication with the programme team through continued effective partnership working, ensuring that support in the practice learning environment is maintained.

- Flexible modes of delivery

MET **NOT MET**

The programme is offered part-time over 19 months. Learning and teaching is delivered using a blended learning approach; this supports the flexible approach of the programme.

- Linked to higher education accreditation

MET **NOT MET**

The programme is delivered at academic level seven. There's extensive mapping of the module learning outcomes to the programme outcomes and to the assessment strategy.

<ul style="list-style-type: none"> Credit for APL and APEL <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Documentary evidence confirms that students apply for RPL at the start of the programme. The university RPL process is followed.</p>
<p>Assurance is provided that the Standards framework for nursing and midwifery education relevant to curricula and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p> <p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 12 March 2021</p> <p>Post event review</p> <p>Identify how the condition(s) is met:</p> <p>N/A</p> <p>Date condition(s):</p> <p>N/A</p> <p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>

<p>Fall Back Award</p> <p><i>Standards framework for nursing and midwifery education, specifically R2.11, R2.20</i></p> <p style="text-align: center;">Findings against the standards and requirements</p> <p>Fall Back Award If there is a fall back exit award with registration as a specialist practitioner all NMC standards and proficiencies are met within the award</p>

YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	
There is no fall back exit award that confers NMC registration.	
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: 12 March 2021	
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
<ul style="list-style-type: none"> • Clinical nursing practice • Care and programme management • Clinical practice leadership • Clinical practice development
Findings against the standard and requirements

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

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

MET **NOT MET**

Documentary evidence and discussion at the modification visit confirm that the programme addresses clinical nursing practice, care and programme management, clinical practice leadership and clinical practice development. Modules, descriptors, learning outcomes and assessments are mapped to the Standards for specialist education and practice nursing in the home district nursing (NMC, 2001) the QNI/QNIS voluntary standards for district nurse education and practice, the IFATE district nurses apprenticeship standards (2019), the HEE Advanced clinical practice framework (2017) and the HEE DN and general practice nursing service education and career framework (2015). The programme uses the SSSA. The V300 programme is mapped to the SPP and the Standards of proficiency for nurse and midwife prescriber (adoption of the RPS) competency framework for all prescribers (NMC, 2018) and is subject to final NMC approval.

Documentary evidence and discussion at the modification visit confirm that 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 SPQ DN practice assessor doesn't meet the V300 requirement, a suitable V300 practice assessor is identified. Guidance on practice supervisor and practice assessor roles are detailed in the practice learning handbook and the PAD. Guidance is also provided for the IFATE workplace assessor and workplace manager/mentor roles.

Student and practice assessor facing documentation details how academic assessors support the assessment process. In partnership with the practice assessor they monitor student progression towards achievement. They confirm agreement that students have achieved the programme outcomes and record this in the PAD. The PAD assesses clinical nursing practice, care and programme management, clinical practice leadership and clinical practice development and is mapped to the SSEP, the QNI/QNIS voluntary standards for district nurse education and practice and the IFATE district nurses apprenticeship standards.

The PAD includes feedback from SUCs. Following the initial meeting between the students and the practice supervisor and practice assessor there's a requirement for ongoing formative assessments and scheduled interim summative assessments to provide feedback in a timely manner. The PAD includes details for addressing issues that arise in practice. If required, an action plan is agreed in partnership with the student by the practice assessor and academic assessor.

The SPP are met within the V300 PAD. The students must pass all modules, including the practice assessments, to successfully complete the programme.

Outcome

Is the standard met?

MET **NOT MET**

Date: 12 March 2021

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

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**

Module records provide detail on content, learning outcomes, teaching and learning strategies and assessment. Module descriptors, learning outcomes and assessments are mapped against the content of education for common core outcomes. Documentary evidence and discussion at the modification visit confirm that module assessments are applied to DN practice.

Outcome

Is the standard met?

MET **NOT MET**

Date: 12 March 2021

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**

Documentary evidence and discussion at the modification visit confirm that the programme addresses clinical nursing practice, care and programme management, clinical practice leadership and clinical practice development. Modules and assessments are mapped to the SSEP, the QNI/QNIS voluntary standards for district nurse education and practice and the IFATE district nurses apprenticeship standards. The programme learning outcomes and assessments are designed to ensure that students develop skills to provide contemporary, specialist technical care to individuals in their own environments. They support families and carers and manage community and population demographics. The programme prepares them to lead teams of registered nurses and support staff delivering complex care in home environments.

Outcome

Is the standard met?

MET **NOT MET**

Date: 12 March 2021

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: 12 March 2021	
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

Programme specific standards are mapped across the programme and ensure that, upon successful completion, students achieve the Standards for specialist education and practice, nursing in the home district nursing (NMC, 2001), the IFATE district nurses apprenticeship standards (2019), the SPP and the Standards of proficiency for nurse and midwife prescriber (adoption of the RPS) competency framework for all prescribers (NMC, 2018).

The V300 will be awarded.

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: 12 March 2021

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook <i>Please specify route:</i> SPQ DN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation (PAD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook:	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) at programme level (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for specialist education and practice</i> (NMC, 2001) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input type="checkbox"/>	<input checked="" 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: The curricula vitae were not reviewed; the visit was a modification to a programme already approved and running.		
List additional documentation: Apprenticeship commitment statement, County Durham and Darlington NHS Foundation Trust, undated Apprenticeship commitment statement, Gateshead NHS Foundation Trust, undated Apprenticeship commitment statement, North Tees and Hartlepool NHS Foundation Trust, undated Apprenticeship commitment statement, South Tees NHS Foundation Trust, undated Course approval document PgDip DN apprenticeship, undated Course handbook PgDip specialist practice in DN apprenticeship, undated Course specification PgDip specialist practice in DN apprenticeship, undated PAD PgDip specialist practice in DN apprenticeship, undated Practice learning handbook PgDip specialist practice in DN apprenticeship, undated Approved report PgDip specialist practice in DN apprenticeship, 19 April 2021		
Additional comments: None identified.		

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, please identify cohort year/programme of study: Two students 2020 BSc (Hons) specialist practice in DN course One student 2020 PgDip specialist practice in DN course		
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 Teesside University is an established AEI; no resource check is required.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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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			
Author(s):	Julie Bliss	Date:	21 March 2021
Checked by:	Pamela Page	Date:	26 March 2021
Submitted by:	Amy Young	Date:	12 May 2021
Approved by:	Leeann Greer	Date:	12 May 2021