

Major Modification report

Section one

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| Programme provider name: | Liverpool John Moores University |
| In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i> | Bridgewater Community Healthcare NHS Foundation Trust Mersey Care NHS Foundation Trust North West Boroughs Healthcare NHS Foundation Trust Countess Of Chester Hospital NHS Foundation Trust Alder Hey Children's NHS Foundation Trust St Helens And Knowsley Teaching Hospitals NHS Trust |
| Provision(s) reviewed: | |
| <p>Provision: Specialist Practitioner - Community Children's Nursing Title of current programme: BSc (Hons) Specialist Community Children's Nursing; Postgraduate Diploma Specialist Community Children's Nursing Modified programme title(s), if applicable: N/A Programme start date: 1 September 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 6 Level 7 Modified academic level(s), if applicable: N/A</p> | |
| Date of review | 25 June 2020 |
| Type of Modification | Major Modification (Desktop) |
| QA visitor(s): | Registrant Visitor: Wendy Wesson |

Section two

Summary of review and findings

Liverpool John Moores University (the university) is an established approved education institution (AEI). The university's school of nursing and allied health (the school) is seeking major modification of their level six and level seven specialist practitioner qualification (SPQ) community children's nursing (CCN) route through their specialist community practitioner (SCP) programme. The focus of the modification is to incorporate the Standards for prescribing programmes (SPP) (NMC, 2018). The programme team have incorporated the Standards for student supervision and assessment (SSSA) (NMC, 2018) through implementation of the emergency standards (2020) and this isn't therefore considered as part of this desktop major modification.

The SPQ CCN programme was originally approved in July 2018.

The approval of the university's prescribing programme against the SPP is subject to a separate approval visit. This visit was undertaken on 19 June 2020. The conditions applied at the prescribing approval visit must be met prior to approval of this modification.

The desktop modification will enable the programme team to continue to deliver the programme in line with the new SPP, and integrate the V100 prescribing qualification into the curriculum. The focus of this desktop modification is the impact on the SPQ CCN programme, of changes related to the integration of the SPP, and to assure the NMC that the programme still meets the Standards for specialist education and practice (NMC, 2001) relevant to CCN.

The V100 and V300 is delivered within the SPQ CCN programme. The implementation of the SPP has not impacted on this approach or on the fundamental delivery of the V100 or V300. The V100 is integrated into one of the modules, however the content and mode of delivery remains unchanged. The V300 is an independent optional module. Students undertake either the V100 or V300 award. The SPQ programme titles are as listed above. They don't differ based on whether the student undertakes the V100 or V300 prescribing award.

At the desktop modification visit, the programme team and practice learning partners (PLPs) provided assurance that no changes have been made to the core and specialist learning outcomes for the award, and assurance that the V100 award continues to be integrated into the programme. On reviewing the CCN documentary evidence, this is confirmed.

The programme is recommended for approval of the major modification subject to one NMC condition, reflecting the outcome of the separate prescribing approval visit. One NMC recommendation is made.

Updated 31 July 2020:

Evidence is provided that the changes required to meet the condition have been made. The condition is now met.

The programme is recommended to the NMC for approval.

| Recommended outcome of the approval panel | |
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| Recommended outcome to the NMC: | Programme is recommended for approval subject to specific conditions being met |
| <p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p> | <p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</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>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: Provide evidence that the conditions applied at the prescribing approval visit have been met. (SFNME R2.3)</p> |
| Date condition(s) to be met: | 24 July 2020 |
| Recommendations to enhance the programme delivery: | Recommendation one: The programme team are asked to consider inclusion of specific reference to the SSSA and SPP, including the Royal Pharmaceutical Society (RPS) framework, in all practice supervisor, practice assessor and student-facing documentation. (SFNME R3.2) |
| Focused areas for future monitoring: | None identified |

| Programme is recommended for approval subject to specific conditions being met | |
|--|--|
| <p>Commentary post review of evidence against conditions:</p> <p>Assurance has been provided that the conditions set at the university's prescribing programme approval visit have been met.</p> <p>Condition one is now met.</p> | |
| AEI Observations | <p>Observations have been made by the education institution</p> <p>No</p> |
| Summary of observations made, if applicable | |
| Final recommendation made to NMC: | Programme is recommended to the NMC for approval |
| Date condition(s) met: | 31 July 2020 |

Section three

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

Partnerships

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.

The AEI and PLPs confirm that they work closely together to ensure a positive learning experience for students and access to suitable experiences to meet the programme requirements. Incorporation of the new prescribing standards has ensured that the AEI, students and PLPs are all working to the most up to date standards and by incorporating these standards across approved programmes, are consistent in their approach to prescribing practice.

Documentary analysis and findings from the desktop modification visit provide evidence of partnership working with stakeholders and shared responsibility for theory and practice learning, supervision and assessment. Lines of communication and accountability for the development, delivery, quality assurance and evaluation of the programme are established as part of this partnership with PLPs. PLPs also confirm that the programme has been developed with them in partnership with experienced educators, ensuring that the programme reflects the needs of the CCN specialist role. The school also works in partnership at a regional level with other AEIs that share the same practice learning environments in the implementation and maintenance of the SSSA. This enables practice supervisors and practice assessors to support students from a range of AEIs in a consistent, shared approach to practice learning.

The approval of the university's prescribing programme against the SPP is subject to a separate approval visit. This visit was undertaken on 19 June 2020. The conditions applied at the prescribing approval visit must be met prior to approval of this modification. (Condition one)

The RPS framework, SSSA and SPP are all incorporated into the programme, however they aren't specifically referenced for students and practice educators. The programme team are asked to consider inclusion in all practice supervisor, practice assessor and student-facing documentation of specific reference to the SSSA and SPP, including the RPS framework. (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 one: Standards framework for nursing and midwifery education and

Not Met

The AEI, and specifically the SPQ CCN programme team, continue to work in partnership with PLPs, service users and students.

A student who recently completed the programme confirms that students on SPQ programmes are consulted on all elements of the programme for feedback and to inform future developments. The student also confirms that in their role as a CCN, they're fully aware of changes to the programme in relation to the SPP, and that they've been suitably prepared by their employer and the AEI to undertake practice supervisor and practice assessor roles for SPQ students.

The AEI need to provide evidence of meeting the conditions for the prescribing approval visit. (Condition one)

Gateway two: Standards for student supervision and assessment

Met

The programme team have incorporated the SSSA in light of implementing the NMC emergency standards (2020), and as such the programme team are applying the SSSA as required for the CNN programme.

If not met, state reason

The approval of the university's prescribing programme against the SPP is subject to a separate approval visit. This visit was undertaken on 19 June 2020. The conditions applied at the prescribing approval visit must be met prior to approval of this modification. (Condition one)

Condition one: Provide evidence that the conditions applied at the prescribing approval visit have been met. (SFNME R2.3)

Post Event Review

Identify how the condition is met:

Condition one: The conditions applied at the prescribing approval visit have now been met.

Evidence:

Feedback from the visitor for the prescribing approval visit, confirming that the conditions applied are met, 30 July 2020

Condition one is met.

Date condition(s) met: 31 July 2020

Revised outcome after condition(s) met:

Met

Condition one is met.

Community Practitioner Nurse Prescriber (V100)

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

Optional

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

No

OR

If V100 is approved against Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber provide the date it was approved

Recommended for approval following visit on 19 June 2020, pending final NMC decision

Proposed transfer of current students to the programme under review

Education institutions and their practice learning partners may propose to transfer current students to the programme under review. Evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3 confirming how the Standards for specialist education and practice (NMC, 2001) will be met.

Proposed transfer of current students to the programme under review

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

proposed programme.

Documentary evidence provides assurance that arrangements are in place to transfer part-time students on the CCN route to the modified programme. At the visit, the programme team confirm that due to the point of delivery, no students will have undertaken the V100 or V300 prior to implementation of the modified programme in September 2020. The programme outcomes that meet the Standards for specialist education and practice are unchanged with the implementation of the SPP. The programme team and PLPs confirm this at the visit.

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

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

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

Documentary evidence confirms that changes have already been made to the documentation and in practice to reflect the SSSA as a result of implementing the NMC emergency standards (2020).

Programme standards - Standards for specialist education and practice

Recording the qualification of specialist practice

Standard 9: Entry requirements

- An entry on the relevant and appropriate part of the register
- Have completed a period of experience of sufficient length to have consolidated pre-registration outcomes and to have gained a deeper understanding in relevant

professional practice.

Evidence provides assurance that the following is met

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

Yes

Evidence provides assurance that the following is met

Have completed a period of experience of sufficient length to have consolidated pre-registration outcomes and to have gained a deeper understanding in relevant professional practice.

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 25 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 9.4: Length and content of programme

- No less than first degree level
- No less than 32 weeks
- 50 percent theory and 50 percent practice

Key principles:

- Combination of core and specific modules – core no less than 1/3 and no more than 2/3 of total
- A coherent programme of learning
- Flexible modes of delivery
- Linked to higher education accreditation
- Credit for APL and APEL

Evidence provides assurance that the following are met

- **No less than first degree level**

Yes

- **No less than 32 weeks**

Yes

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

Yes

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

Key principles:

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

Met

Unchanged since original approval in July 2018.

• **A coherent programme of learning**

Met

Unchanged since original approval in July 2018.

• **Flexible modes of delivery**

Met

Unchanged since original approval in July 2018.

• **Linked to higher education accreditation**

Met

Unchanged since original approval in July 2018.

• **Credit for APL and APEL**

Met

Unchanged since original approval in July 2018.

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

Yes

Outcome

Is the standard met?

Met

Date: 25 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 11: Learning Outcomes

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

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

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

Met

Unchanged since original approval in July 2018.

Outcome

Is the standard met?

Met

Date: 25 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 12: Content of education for common core

- Content

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

Unchanged since original approval in July 2018.

Outcome

Is the standard met?

Met

Date: 25 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Core Standards 13: Common Core Learning Outcomes

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

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

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

Met

Unchanged since original approval in July 2018.

Outcome

Is the standard met?

Met

Date: 25 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Programme specific standards

- Standards for entry

Evidence provides assurance that the standards for entry are met:

Yes

Outcome

Is the standard met?

Met

Date: 25 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Programme specific standards

Specific learning outcomes

- Clinical nursing practice
- Care and programme management

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

- **Clinical nursing practice**
- **Care and programme management**

Met

Unchanged since original approval in July 2018.

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

Yes

Outcome

Is the standard met?

Met

Date: 25 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

NMC Circular 03/2011 - Resources to support programme intentions

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

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

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

Met

Unchanged since original approval in July 2018.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 25 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source of evidence

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

| Key documentation | Yes/No |
|---|--------|
| Programme document, including proposal, rationale and consultation | Yes |
| Programme specification(s) | Yes |
| Module descriptors | Yes |
| Please specify field/route BSc (Hons) SCP (CCN) Postgraduate diploma SCP (CCN) | |
| Student facing documentation including: programme handbook | Yes |
| Please specify field/route BSc (Hons) SCP (CCN) Postgraduate diploma SCP (CCN) | |
| Practice assessment documentation (PAD) | Yes |
| Practice placement handbook: | Yes |
| Practice learning handbook for practice supervisors and assessors specific to the programme | Yes |
| Academic assessor focused information specific to the programme | Yes |
| Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018) at programme level | Yes |
| Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s) | Yes |
| Curricula vitae for relevant staff | Yes |
| Written confirmation by the education institution and associated practice learning partners to support the programme intentions. | Yes |
| List additional documentation: Post visit: Feedback from the visitor for the prescribing approval visit, confirming that the conditions applied are met, 30 July 2020 | |
| If you stated no above, please provide the reason and mitigation | |
| Additional comments: None | |

| During the visit the visitor(s) met the following groups | Yes/No |
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| Senior managers of the AEI/education institution with responsibility for resources for the programme | Yes |
| Senior managers from associated practice learning partners with responsibility for resources for the programme | Yes |
| Programme team/academic assessors | Yes |
| Practice leads/practice supervisors/ practice assessors | Yes |
| Students | Yes |
| If yes, please identify cohort year/programme of study: Specialist practitioner alumni student on SPQ district nursing postgraduate diploma with V300 programme. Now a practice supervisor for SPQ district nursing students. | |
| Service users and carers | Yes |
| If you stated no above, please provide the reason and mitigation | |
| Additional comments: None | |

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

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| Issue record |
| Final Report |

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|--------------|--------------------|------|----------------|
| Author | Wendy Wesson | Date | 8 July 2020 |
| Checked by | Ian Felstead-Watts | Date | 7 August 2020 |
| Submitted by | Amy Young | Date | 17 August 2020 |
| Approved by | Leeann Greer | Date | 21 August 2020 |