

Programme approval report

Section one

<p>Programme provider name:</p>	<p>University of Salford</p>
<p>In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i></p>	<p>Northern Care Alliance NHS Group</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 programme:	District Nursing with integrated V300 Nurse Prescribing Apprenticeship
Academic levels:	
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>
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>
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>

<p>Specialist practitioner - learning disabilities</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>
<p>Specialist practitioner - general practice nursing</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>
<p>Specialist practitioner - community mental health nursing</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>
<p>Specialist practitioner - community children's nursing</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>
<p>Specialist practitioner - community learning disabilities nursing</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>
<p>Specialist practitioner - occupational health nursing</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>

<p>Specialist practitioner - school nursing</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>
<p>Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship</p>	<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>
<p>Date of approval visit:</p>	<p>25 May 2021</p>
<p>Programme start date:</p> <p>Specialist practitioner - District nursing with integrated V100 nurse prescribing</p> <p>Specialist practitioner - District nursing with integrated V300 nurse prescribing</p> <p>Specialist practitioner - adult nursing</p> <p>Specialist practitioner - mental health</p> <p>Specialist practitioner - child</p> <p>Specialist practitioner - learning disabilities</p> <p>Specialist practitioner - general practice nursing</p> <p>Specialist practitioner - community mental health nursing</p> <p>Specialist practitioner - community children's nursing</p> <p>Specialist practitioner - community learning disabilities nursing</p>	<p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p>

<p>Specialist practitioner - occupational health nursing Specialist practitioner - school nursing</p> <p>Apprenticeship route</p> <p>Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship</p>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p>QA visitor(s):</p>	<p>Registrant Visitor: Wendy Wesson</p>

Section two

Summary of review and findings

The University of Salford (UoS) school of health and society (the school) present programme documentation for the approval of a post registration specialist practitioner qualification district nursing (SPQ DN) with integrated V300 nurse prescribing apprenticeship programme. The V300 independent and supplementary nurse prescribing programme was approved on 29 March 2019. The proposed academic level seven postgraduate diploma programme is delivered as a full-time one-year non-integrated apprenticeship route.

Documentary review and the approval visit demonstrate evidence of a commitment to partnership working with key stakeholders. There's clear evidence of effective partnership working between the UoS and key stakeholders. There's evidence to confirm that there's been wide consultation about proposals for the programme. Representatives from employer partners (EPs), students, practice supervisors and practice assessors who are supporting SPQ DN students from other approved education institutions (AEIs), V300 practice assessors and service users and carers (SUCs) confirm robust programme development. EPs confirm that there's a service need for the programme and are committed to ensuring practice learning is supported in line with the Standards for student supervision and assessment (SSSA) (Nursing and Midwifery Council (NMC), 2018). There's evidence of strategic and operational partnership working between UoS and EPs who are part of the Greater Manchester (GM) partnership approach to the implementation and operationalisation of the SSSA.

Partnership working and commitment is demonstrated by EPs who attended the approval visit and who provide written commitment to support the apprenticeship route. EPs from the Northern Care Alliance NHS Group who include the following organisations: Bury Care Organisation, Oldham Care Organisation, Rochdale Care Organisation and Salford Care Organisation confirm their support and commitment at the approval visit.

There's extensive mapping that aligns the programme and module learning outcomes to the NMC Standards for specialist education and practice (SSEP) (NMC, 2001) and the Queen's Nursing Institute (QNI) and Queen's Nursing Institute Scotland (QNIS) (2015) voluntary standards for district nursing (DN). 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)).

The school have developed a co-production strategy that has facilitated partnership working between the programme team, EPs, students and SUCs in the development and implementation of the curriculum. A SUC group has been established at UoS and a school-wide strategy for improving SUC engagement is currently under further development to ensure there's wider engagement with SUCs across all NMC programmes.

The school senior leadership team confirm that adequate staff, learning accommodation and teaching and learning resources are in place to support the programme. They confirm a commitment to the academic assessor role. There's evidence that the programme team are suitably qualified and experienced to support students undertaking the programme and that there's resources in place to support V300 prescribing. The school have previously delivered an SPQ DN programme. The leadership team confirm that student numbers are anticipated to be limited initially however shared learning is undertaken with students undertaking the specialist community public health nursing (SCPHN), the V300 programme and the Master of science public health programmes. They confirm that a review of student numbers will be regularly reviewed and monitored in partnership with EPs to ensure that resources continue to be sufficient to support the programme.

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

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level. The SSSA isn't met at programme level.

The programme is recommended for approval subject to two NMC conditions, one university condition is made. One university recommendation is made.

Updated 22 June 2021:

UoS has provided additional evidence to meet the two NMC conditions, they confirm that the university condition has been 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:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources: None identified.</p> <p>Selection, admission and progression: None identified.</p> <p>Practice learning: Condition one: Provide revised student facing documentation that accurately articulates and identifies the practice supervisor, practice assessor and academic assessor roles in relation to practice assessment and student progression. (SSSA R4.1, R7.1, R9.1; SSEP Standard 11)</p> <p>Assessment, fitness for practice and award: Condition two: Provide clarity regarding the content of the practice assessment documentation (PAD) to meet the SSEP in practice, particularly with reference to other systems of student support. (SFNME R3.2; SSEP Standard 13)</p> <p>Education governance: management and quality assurance: Condition three: Tidy up documentation, proof-read documents for typographical errors. (University condition)</p>
Date condition(s) to be met:	22 June 2021

Recommendations to enhance the programme delivery:	Recommendation one: Make the disclosure and barring service (DBS) information explicit in the documentation. (University recommendation)
Focused areas for future monitoring:	Implementation of the SSSA, including clarity of roles and support systems to aid student progression.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: Revised copies of the programme documentation provide evidence that the conditions are met. Revised SSSA guidance provides details of the practice supervisor, practice assessor and academic assessor roles for practice assessment and student progression. This is further revised in the programme handbook and the PAD. Condition one is met. The revised PAD details the specific programme and SSEP requirements and clearly reflects UoS processes for student support. Condition two is met. An email from the chair of the approval panel confirms that the university condition has been met. Condition three 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 June 2021

Section three

NMC Programme standards

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

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 review and the approval process demonstrates evidence of a commitment to partnership working with key stakeholders. The programme has been co-produced with SUCs, EPs, and students. The programme team tell us that stakeholder input has been vital to the design of the programme this has included DN practitioner contribution. The programme aims to deliver an innovative curriculum that support students to develop the knowledge, skills, and behaviours required of the SPQ DN.

There's clear evidence of organisation and partnership working throughout the student journey, from recruitment and selection to assessment, feedback and evaluation. UoS has an established record of partnership working with a range of practice learning partners, EPs, SUCs and students through existing NMC pre-registration and post registration and apprenticeship programme delivery. Programme documentation and EPs confirm that there's a commitment to

supporting existing apprenticeship programmes in partnership with the UoS. EPs confirm that they've met regularly with the programme team to review the development of the content and the format of the programme delivery. UoS and EPs confirm that there's a joint approach to recruitment to the programme to ensure that professional standards and employer requirements are fully met.

V300 practice assessors have contributed to the programme development. They confirm that they've met with the programme team to ensure that V300 prescribing is integrated in the programme. The programme is mapped against the RPS and provides assurance that students meet the requirements of the V300 programme. The programme team confirm that the programme steering group developed during the preparation and development of the programme will transition into an advisory group with a focus on maintaining a coherent programme structure that will continue to include all stakeholders.

Student consultation has been undertaken with pre-registration nursing students who confirm that they've been actively engaged in the consultation about the design and development of the curriculum. Consultation has focused on the student experience and future nursing aspirations for continued professional development. Students tell us that they were invited to all programme development meetings and were part of the discussions about the production of module content, how modules would be delivered and amount of work that's being undertaken by SPQ DN students. Students tell us that the programme team asked them about their views on online learning, including what works well and what from their experience would further enhance the online elements of programme delivery. Masterclasses were identified as good learning experiences.

Students tell us about the high levels of support that they receive from the pre-registration nursing programme team and confirm that there's been consultation about their experiences of UoS information and support for students. Students confirm that they feel supported and empowered to take control of their learning both in theory and in practice learning environments. They tell us about the intentions of the programme team to ensure the SPQ DN students are supported to undertake the proposed programme. Student facing programme documentation provides evidence of how students access the processes to raise any concerns in UoS and practice learning environments.

Existing DN practice assessors confirm that they have been included in consultation and that they've met with the programme team to examine the joint approach to programme delivery and the future partnership working with UoS academic assessors. They describe how the requirements of an apprenticeship

route are managed alongside the SSEP requirements. Practice assessors tell us about their positive engagement with the UoS programme team.

Programme documentation, the programme team and EPs confirm that suitable applicants are identified by employers. Recruitment to the programme is undertaken in partnership between EPs and the programme team. Applicants must meet the entry requirements of the SPQ DN and V300 programmes. Suitably qualified practice assessors must be agreed at application. A partnership EP and UoS application, recruitment and interview process is clearly detailed in the programme documentation.

SUCs confirm that they are part of the UoS SUC group and actively engage with the design and delivery of existing NMC programmes within the school. The group are in the process of being expanded to ensure there's representation from a broader range of SUCs, including women's groups to engage with mothers and carers receiving community nursing services, including DN services. A school wide strategy is being further developed to reflect a broader approach to SUC involvement across the school. SUCs confirm that they've contributed to the development of the proposed programme. They tell us that they'll be involved in student assessments that include providing written feedback to DN students within formal practice assessments. They tell us that their contribution is valued by the school. The programme team tell us that a formal programme evaluation will be undertaken on first completion of the programme. This will involve consultation with SPQ DN students, SUCs and EPs to review the whole programme with reporting through UoS quality monitoring processes.

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

V100 isn't delivered in the SPQ DN programme, V300 independent and supplementary nurse prescribing is required for the apprenticeship route.

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:

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 an integrated element of the programme as required for an SPQ DN apprenticeship programme.

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 by the NMC on 29 March 2019.

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.

There are no current SPQ DN students at UoS.

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.

There are no current SPQ DN students at UoS.

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
- 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 NO

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met
YES NO

Outcome

Is the standard met? MET NOT MET

Date: 25 May 2021

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

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

Findings against the standard and requirements

Evidence provides assurance that the following are met:

- | | |
|---|---|
| • No less than first degree level | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> |
| • No less than 32 weeks | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> |
| • 50 percent theory and 50 percent practice | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> |

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**

Documentary evidence and the approval visit confirms that core and specific modules meet the requirements of DN practice. The availability of option modules provides students with a range of appropriate learning opportunities.

There's a blended learning approach incorporating online, face-to-face and simulated practice learning activities. There's evidence of extensive online learning resources to support independent and guided learning. 'Blackboard communities' in the virtual learning environment (VLE) include discipline-specific information that guides students through the programme in preparation for the delivery of the specialist community practice DN module. The programme team have developed 'stretch' activities, providing opportunities for students to access activities offered to the wider student community. An example includes access to research seminars to support the development of an evidence-based practice approach supporting future preparation for Masters study.

The programme is comprehensively mapped to the SSEP, the QNI/QNIS and the RPS and clearly demonstrates how modules meet the programme outcomes. The strategic objectives of EP organisations and the transformation of the wider health and social care system influence the design and delivery of the programme. The programme team tell us that programme delivery reflects and prepares students for the multi-professional integrated nature of the health and social care systems in practice. Practice learning experiences reflect and prepare students for contemporary DN practice.

Core modules in semester one provide the opportunity for integrated inter-professional and profession-specific learning. Shared learning with students undertaking the SCPHN programmes for example further support inter-professional learning and the viability of the programme. The programme team confirm that by adopting this approach students can develop their professional identity within a contemporary integrated environment.

The V300 programme is core to the programme as a requirement of the SPQ DN apprenticeship route. The programme structure confirms that the requirements of the SSEP and the V300 don't compromise either programme.

Modules introduce the key concepts that lead to effective DN practice including public health, leadership, integration, person centred care, prevention, and self-care. In semester two students undertake the V300 programme. The programme team confirm that the inclusion of option modules enables students to tailor the programme to their own specific needs and interests while ensuring that programme requirements are met. One of three option modules can be studied: quality in integrated care, compassionate, digital integrated care and leading, developing and designing integrated care. The modules focus on an integrated care approach, students can identify whether their needs and therefore focus are met most effectively through developing leadership, compassion and quality assurance skills.

Documentary evidence confirms that modules are mapped against the SSEP, the QNI/QNIS and the RPS. The programme team confirm that the range of modules provide students with the opportunity to develop an in-depth knowledge and understanding. In semester three the specific DN specialist module focuses on the application of the learning to specialist DN practice. This approach enables student progression through the programme developing the knowledge skills and behaviours required for DN practice.

- A coherent programme of learning

MET **NOT MET**

Documentary evidence and the approval visit confirms that the programme supports coherent learning. Relevant modules are mapped to the SSEP, the QNI/QNIS and the RPS and demonstrate how the programme prepare students for DN practice.

The V300 programme is delivered across semesters two and three. Practice learning is managed flexibly across two semesters to ensure that all practice requirements are met for both the V300 and the SPQ DN. This approach provides assurance that the DN programme is enhanced and not compromised by the inclusion of the V300 programme. Student facing programme documentation clearly details that on successful completion of the V300 programme students can record the V300 qualification with the NMC.

On completion of the programme students have the opportunity to further progress to a part-time integrated care Masters programme.

Curriculum vitae confirm that the programme team have suitable and relevant qualifications, the programme leader has an NMC SPQ DN recorded qualification. The team are experienced and qualified to support and deliver the programme. The V300 programme leader has prescribing appropriate knowledge, skills and experience and a recorded V300 qualification.

- Flexible modes of delivery

MET **NOT MET**

To support students who interrupt their studies there's clear UoS policy processes in place. An online student hub provides guidance to support students through the process. Personal tutors support students to remain on a programme of study where possible, but it's recognised that where an interruption is required this is supported. There's evidence of a planned EP and programme team partnership approach for apprentice students who interrupt their studies. A learning flowchart is detailed in student facing documentation that provides information on the process for interruption and recommencement of the programme. On return to the programme, students and personal tutors develop individualised mapping to ensure students can progress towards achievement of the programme. Academic assessors liaise with EPs and practice assessors to ensure that practice learning objectives can be achieved.

- Linked to higher education accreditation

MET **NOT MET**

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

- Credit for APL and APEL

MET **NOT MET**

Programme documentation confirms that there's clear recognition of prior learning (RPL) and prior experiential learning (RPEL) process in place. RPL and RPEL arrangements are in place to enable students to gain up to 50 percent of the programme.

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 <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 25 May 2021	
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

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 an SPQ DN.	
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: 25 May 2021	
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	

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 confirms that the programme content detailed in programme and core and optional module outcomes are mapped against the SSEP, the QNI/QNIS and the RPS. 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 RPS.

The programme team and EPs confirm that the SSEP is met in theory and practice. The integrated nature of the programme means that the SSEP is addressed across all modules. Student representatives at the visit confirm that they are aware that DN students are required to map their learning and progression against SSEP in the practice portfolio. The practice portfolio records progression towards achievement of the SSEP and assessed by practice assessors in agreement with academic assessors. The process is informed by feedback from practice supervisors. Achievement of the RPS is recorded and assessed in a prescribing assessment document.

SUC feedback in practice is a requirement of the programme and is recorded in the practice portfolio. This feedback provides the opportunity for students reflect their engagement with SUCs with practice assessors.

EPs confirm that they work in partnership with UoS as part of the GM partnership to operationalise the SSSA. This includes development of practice and academic staff to understand the roles and responsibilities of practice supervisors, practice assessors and academic assessors. Practice assessors tell us about their engagement with and understanding of the requirements of practice assessment.

Student facing programme documentation doesn't detail for students how the roles of practice supervisors, practice assessors and academic assessors support progression and practice assessment. (Condition one)

Students must be assigned to a practice assessor who is a V300 prescriber at application to the programme. If the DN practice assessor isn't a prescriber, an alternative V300 practice assessor who prescribes in the same area of practice will undertake the role. There's evidence that confirms that there's opportunities for communication between the DN and V300 practice assessor if they are different people. Students are supported by a V300 academic assessor for the V300 element of the programme.

Outcome

Is the standard met?

MET **NOT MET**

Student facing programme documentation doesn't detail for students how the roles of practice supervisors, practice assessors and academic assessors support progression and practice assessment.

Condition one: Provide revised student facing documentation that accurately articulates and identifies the practice supervisor, practice assessor and academic assessor roles in relation to practice assessment and student progression. (SSSA R4.1, R7.1, R9.1; SSEP Standard 11)

Date: 25 May 2021

Post event review

Identify how the condition(s) is met:

Condition one: Revised SSSA guidance clearly outlines the practice supervisor, practice assessor and academic assessor roles for practice assessment and student progression. The revised programme handbook, practice handbook and PAD details the roles.

Condition one is met.

Evidence:

Revised, SSSA programme specific guidance, June 2021

Revised, programme handbook, 11 June 2021

Revised, PAD, 9 June 2021

Academic assessor guidance, 21 June 2021

Date condition(s) met: 22 June 2021

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**

Mapping of the module content to the common core specialist practice outcomes is included in the documentary evidence and confirms that common core content is comprehensively addressed within the programme. The programme team, EPs, practice supervisors and practice assessors confirm that the content is appropriate and facilitates the development of the specialist practitioner proficiencies.

Programme documentation and the programme team confirm that teaching, learning and assessment integrate core and profession specific lectures and seminars. The blending learning and teaching strategy uses the VLE to support online learning. The programme team confirm that this approach provides students with the opportunity to the develop communication and partnership working skills required to work within an integrated workforce.

V300 is a core requirement of the apprenticeship programme. Programme timetables and the programme team confirm that the inclusion of the V300 programme doesn't detract from the requirement to meet the SPQ DN common core content.

Outcome

Is the standard met?

MET **NOT MET**

Date: 25 May 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:
N/A

MET NOT MET

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 documentation confirms that there's programme and module mapping of the intended learning outcomes to the common core learning outcomes.

The programme team confirm that academic assessors undertake tripartite practice visits at least three times a year. These provide the opportunity to meet with students and practice assessors to inform decisions about progression. A final meeting informed by practice supervisors requires practice assessors to confirm students have achieved the SSEP in the practice portfolio. Academic assessors confirm achievement in the practice portfolio. Practice supervisors and practice assessors confirm their understanding of the requirements of the common core learning outcomes and how to work with students to ensure they achieve and evidence these. The practice portfolio includes sections for recording tripartite meetings that are mapped to the common core learning outcomes.

The assessment processes in the PAD isn't clear and doesn't explicitly detail the processes in place to support students to understand the student journey in relation to practice assessment. The programme team and EPs agree that this documentation doesn't accurately reflect the practice assessment requirements and support mechanisms. They tell us that this should include information about the UoS student support systems available to students. (Condition two)

Outcome

Is the standard met?

MET **NOT MET**

The PAD isn't clear and doesn't explicitly detail the processes in place to support students to understand the student journey in relation to practice assessment.

Condition two: Provide clarity regarding the content of the PAD to meet the SSEP in practice, particularly with reference to systems of student support. (SFNME R3.2; SSEP Standard 13)

Date: 25 May 2021

Post event review

Identify how the condition(s) is met:

Condition two: The revised PAD details the specific programme and SSEP practice assessment requirements and clearly reflects the UoS processes for student support across the programme.

Condition two is met.

Evidence:

Revised PAD, 9 June 2021

Date condition(s) met: 22 June 2021

Revised outcome after condition(s) met: MET NOT MET

Programme specific standards

- Standards for entry

Findings against the standards and requirements

Evidence provides assurance that the standards for entry are met:

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 25 May 2021

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

Programme specific standards	
<p>Specific learning outcomes</p> <ul style="list-style-type: none"> • Clinical nursing practice • Care and programme management 	
Findings against the standards and requirements	
<p>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</p> <ul style="list-style-type: none"> • Clinical nursing practice • Care and programme management <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>The co-production strategy employed by the programme team to engage with stakeholders indicates that they have actively sought the views and opinions of students, EPs and SUCs in the development of the programme. The programme team confirm that teaching and learning within the programme follow an approach that enables students to construct and build their knowledge as they develop throughout the programme.</p> <p>Analysis of the documentation confirms that the programme content, via the programme and module learning outcomes, is mapped to the SSEP. The programme team provide assurance that the SSEP are addressed and assessed within the modules in both theory and practice. Practice assessors and EPs demonstrate understanding of the requirements of the programme in relation to the programme specific learning outcomes and confirm that the programme includes alignment of practice to the specific learning outcomes.</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>	
Outcome	
<p>Is the standard met?</p> <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>	
<p>Date: 25 May 2021</p>	
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

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 SPQ DN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including Submitted: programme handbook 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 (NMC, 2001) (Gateway 3)</i>	<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 type="checkbox"/>	<input checked="" 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: This programme is offered as an apprenticeship route only.		
List additional documentation: Post visit documentation: Revised, practice handbook, undated Revised, programme handbook, 11 June 2021 Revised, PAD, 9 June 2021 Revised, SSSA programme specific guidance, June 2021 Academic assessor guidance document, 21 June 2021 Email from the Chair confirming the university condition is met, 21 June 2021 NMC amendments mapping document, 21 June 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 type="checkbox"/>	<input checked="" 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:		

Pre-registration nursing, children's, year two, x one		
Pre-registration nursing, adult, year two x one		
Pre-registration nursing, adult, year three x one		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: The programme is offered as an apprenticeship route only.		
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: UoS is an established AEI.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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Issue record

Final Report

Author(s):	Wendy Wesson	Date:	29 June 2021
Checked by:	Bernadette Martin	Date:	8 June 2021
Submitted by:	Lucy Percival	Date:	16 July 2021
Approved by:	Leeann Greer	Date:	16 July 2021