

Programme Major Modification report

Section one

<p>Programme provider name:</p>	<p>Leeds Beckett 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>Leeds Community Healthcare NHS Trust Airedale NHS Foundation Trust Bradford District Care NHS Foundation Trust Calderdale and Huddersfield NHS Foundation Trust Harrogate and District NHS Foundation Trust The Mid Yorkshire Hospitals NHS Trust York Teaching Hospital NHS Trust Locala Community Partnership CIC</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 checked="" 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"/></p>

	<p>Apprenticeship route Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship <input checked="" type="checkbox"/></p>
Title of current programme:	PG Diploma Community Specialist Practitioner - District Nursing with integrated V100 prescribing
Title of modified programme if changed:	<p>Postgraduate Diploma Community Specialist Practitioner District Nursing</p> <p>Postgraduate Diploma Community Specialist Practitioner, District Nursing Apprenticeship</p>
Academic level of current programme:	
Specialist practitioner - District nursing with integrated V100 nurse prescribing	<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>
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>

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

<p>Specialist practitioner - District nursing with integrated V300 nurse prescribing</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><input type="checkbox"/> N/A</p>
<p>Specialist practitioner - adult 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><input type="checkbox"/> N/A</p>
<p>Specialist practitioner - mental health</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><input type="checkbox"/> N/A</p>
<p>Specialist practitioner - child</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><input type="checkbox"/> N/A</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><input type="checkbox"/> N/A</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><input type="checkbox"/> N/A</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><input type="checkbox"/> N/A</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><input type="checkbox"/> N/A</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><input type="checkbox"/> N/A</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><input type="checkbox"/> N/A</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><input type="checkbox"/> N/A</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><input type="checkbox"/> N/A</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>Specialist practitioner - occupational health nursing</p>	<p><input type="text" value="N/A"/></p> <p><input type="text" value="13 September 2021"/></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>

Specialist practitioner - school nursing	
Apprenticeship route	
Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship	13 September 2021
Date of approval:	18 November 2020
Type of Modification:	Visit
QA visitor(s):	Registrant Visitor: Heather Bain

Section two

Summary of review and findings

Leeds Beckett University (LBU) is an established approved education institution (AEI). The school of health and community studies (the school) present a major modification proposal to the Nursing and Midwifery Council (NMC) approved postgraduate diploma community specialist practitioner qualification in district nursing (SPQ DN) with integrated V100 nurse prescribing. The programme was approved on 23 May 2017.

The proposal is to replace V100 with an integrated V300 independent and supplementary prescribing award and incorporate 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 modification further considers the inclusion of a non-integrated apprenticeship route. The programme development is informed by the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018). The programme team have previously incorporated the Standards for student supervision and assessment (SSSA) (NMC, 2018) through implementation of the NMC emergency standards (2020) and therefore isn't considered as part of this major modification.

Approval of the V300 programme is subject to a separate approval process. The prescribing condition applied on 18 November 2020 must be met prior to approval of this modification.

The focus of the modification is the impact on the SPQ DN programme of the proposed changes related to the integration of V300 prescribing and the addition of an apprenticeship route. Integrating V300 involves a restructure of programme modules and academic credits. The Standards for specialist education and practice (NMC, 2001) are clearly mapped against the programme learning outcomes and associated modules. The balance of theory and practice continues to be met.

The programme is delivered full-time or part-time; the apprenticeship route is offered full-time. Both routes are offered at academic level seven. The decision to include integrated V300 and offer an apprenticeship route is made in partnership with practice learning partners (PLPs) and apprentice employer partners (EPs).

Documentary evidence and discussion at the modification visit confirms there's robust and effective partnership working with key stakeholders.

There's evidence of key stakeholder engagement in programme consultation. Sound partnership working is demonstrated by EPs who attended the modification visit and who provide written commitment to support the apprenticeship route. The following EPs support the proposed apprenticeship route: Leeds Community Healthcare NHS Trust, Locala Community Partnership CIC, The Mid Yorkshire Hospitals NHS Trust, Bradford District Care NHS Foundation Trust and Harrogate and District NHS Foundation Trust.

Arrangements at programme level don't meet the SFNME.
Arrangements at programme level meet the SSSA.

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

The major modification is recommended for approval subject to one NMC condition.

Updated 8 December 2020:
Assurance had been provided that the prescribing condition has been met.

The condition is 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

<p>Conditions:</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 condition applied to the prescribing programme has been met. (SFNME R2.3)</p>
<p>Date condition(s) to be met:</p>	<p>18 December 2020</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>None identified.</p>
<p>Focused areas for future monitoring:</p>	<p>None identified.</p>

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 condition set at the LBU 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 style="text-align: right;">YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	8 December 2020

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

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

Please refer to the following NMC standards reference points for this section:

[*Standards framework for nursing and midwifery education*](#) (NMC, 2018)

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and discussion at the modification visit confirm there's effective partnership working between the school and key stakeholders who support the proposed modifications to the SPQ DN programme. The inclusion of the apprenticeship route and changes to the postgraduate diploma route to include the V300 prescribing award meet PLPs' and EPs' requirement for V300 to be vital in the district nursing role.

There's evidence of a partnership approach to agree proposed changes at a series of stakeholder events. The programme team attend regional and local stakeholder meetings to maintain relationships and develop new partnerships. The dean of the school chairs a senior partnership group meeting with local NHS organisations. There are twice-yearly partnership meetings chaired by the programme director, and an annual meeting to co-ordinate admissions and placements. All PLPs and EPs confirm a commitment by the programme team to work in partnership with them.

Representative EPs supporting the apprenticeship route confirm they've engaged in the development of the modification. There's documentary evidence of development discussion between the programme team, students, PLPs and EPs to support the integration of V300 and the apprenticeship route. The programme team describe the rationale for changes to the programme; PLPs and EPs confirm V300 is required to meet contemporary district nursing service need. PLPs and EPs confirm that students are supernumerary in the practice learning environment.

A regional practice assessment record and evaluation (PARE) educational audit tool ensures the management of support for learning in practice.

Approval of the V300 prescribing programme against the SPP is subject to separate approval. The prescribing condition applied must be met prior to approval of this modification. (Condition one)

Partnership working is evidenced by the school and PLPs working together to support the implementation of the SSSA. A PLP specific handbook supports students, practice assessors and practice supervisors. The student representative tells us students are involved in formal and informal evaluation of the programme and are supportive of the proposed apprenticeship and inclusion of V300 prescribing.

The service user and carer (SUC) representative confirms involvement with the programme and contribution to the proposed changes. They tell us that they share experiences of care delivered by district nurses and how this contributes to student learning. There's no changes to the SUC involvement in the programme. They continue to contribute towards the recruitment, delivery, assessment and evaluation of the programme.

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**

PLPs and EPs confirm V300 is essential to the district nursing role and required within the programme. Students tell us about the value of the V300 in practice. Approval of the LBU prescribing programme against the SPP is subject to approval. The visit was undertaken on 18 November 2020. The prescribing condition must be met prior to approval of this modification.

Condition one: Provide evidence that the condition applied to the prescribing programme has been met. (SFNME R2.3)

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

MET **NOT MET**

Post event review

Identify how the condition(s) is met:

Condition one: The prescribing condition has been met.

Evidence:

Email from the visitor for the prescribing approval visit, confirming the condition applied is met, 8 December 2020

Condition one is met.

Date condition(s) met:

8 December 2020

Revised outcome after condition(s) met:

MET

NOT MET

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 is not delivered in the SPQ DN programme.

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**

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

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

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:

Recommended for approval following visit on 18 November 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.

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.

Existing students will complete the current approved programme. The programme team confirm students who interrupt their study will complete the current programme.

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

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

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

All students have transferred to the SSSA. Documentary evidence and discussion with the programme team and PLPs confirm the SSSA is implemented.

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

Recording the qualification of specialist practice
Standard 9: Entry requirements
<ul style="list-style-type: none"> An entry on the relevant and appropriate part of the register Have completed a period of experience of sufficient length to have consolidated pre-registration outcomes and to have gained a deeper understanding in relevant professional practice.
Findings against the standard and requirements
<p>Evidence provides assurance that the following is met:</p> <ul style="list-style-type: none"> An entry on the relevant and appropriate part of the register <div style="text-align: right;">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></div> 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. <div style="text-align: right;">Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></div>
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met <div style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></div> </p>

Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 18 November 2020	
Post event review	
Identify how the condition(s) is met	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 9.4: Length and content of programme
<ul style="list-style-type: none"> • No less than first degree level • No less than 32 weeks • 50 percent theory and 50 percent practice <p>Key principles:</p> <ul style="list-style-type: none"> • Combination of core and specific modules – core no less than 1/3 and no more than 2/3 of total • A coherent programme of learning • Flexible modes of delivery • Linked to higher education accreditation • Credit for APL and APEL
Findings against the standard and requirements
<p>Evidence provides assurance that the following are met:</p> <ul style="list-style-type: none"> • 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 confirms that core modules are no less than one third and no more than two thirds of the programme. The modules 'professional development in practice' and 'leading and managing with compassion' are core to the programme. The V300 programme is core to the programme.

- A coherent programme of learning

MET **NOT MET**

Documentary evidence and the modification process confirms students must meet the Standards for specialist education and practice (NMC, 2001) and V300 independent and supplementary prescribing. Programme documentation and the modification process confirms there's a coherent programme of learning to ensure that the SPQ DN programme requirements aren't compromised by the inclusion of the V300. There's evidence of sufficient time for students to achieve the practice learning requirements for SPQ DN and V300. PLPs, EPs and the programme team confirm that practice learning is supported.

Applicants must meet the entry requirements for both programmes. Programme documentation and PLPs confirm that applicants must complete the SPQ DN and V300 specific application process. This requires confirmation of a suitably qualified practice assessor and practice supervisor. Where the SPQ DN practice assessor isn't a V300 prescriber, a suitable prescribing practice assessor must be identified. There's evidence of a process for communication between practice assessors in the programme documentation. V300 must be successfully achieved in order for students to successfully complete the requirements for SPQ DN. Apprentice students must successfully complete the V300 and SPQ DN requirements prior to entry to the end point assessment period.

Practice learning is integrated across the duration of the programme and assessed in a PebblePad e-portfolio. The development of learning and progression towards achievement are recorded in the e-portfolio. Practice assessors confirm achievement verified by academic assessors at a final summative tripartite. The e-portfolio includes a requirement to evidence successful achievement of the V300.

This is further supported by a V300 specific PebblePad e-portfolio that records progression towards and evidences achievement of the RPS competencies. Programme documentation confirms the opportunity for communication if the SPQ DN and V300 practice assessor are a different person. The student representative and PLPs tell us student progression is monitored and confirmed at regular points in the programme. They tell us tripartite visits are undertaken on three occasions and academic assessors visit the practice learning environment regularly throughout the duration of the programme. Apprenticeship students have access to LBU's apprenticeship community providing additional peer support. This can be accessed on a virtual or face-to face basis.

Programme documentation confirms students must successfully complete the V300 programme to be awarded the SPQ DN qualification. Students who don't meet the requirements of the SPQ DN programme will be awarded the V300 if they meet the programme requirements.

- Flexible modes of delivery

MET NOT MET

The inclusion of the apprenticeship route and V300 demonstrates flexibility in supporting the requirements of the district nursing service.

- Linked to higher education accreditation

MET NOT MET

Unchanged since original approval on 23 May 2017.

- Credit for APL and APEL

MET NOT MET

Unchanged since original approval on 23 May 2017.

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: 18 November 2020

Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

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 checked="" type="checkbox"/> N/A <input type="checkbox"/>	
There are no fall back exit awards that lead to NMC registration as a specialist practitioner.	
Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 18 November 2020	
Post event review	

Identify how the condition(s) is met	
N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 11: Learning Outcomes
<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**

Mapping of the programme learning outcomes and modules against the Standards for specialist education and practice (NMC, 2001) demonstrate that the programme continues to meet requirements. Module specifications provide further evidence that amendments to the programme structure enable students to meet the requirements of the programme. The module 'professional development in practice' prepares students for clinical practice and assesses practice learning. 'Leading and managing with compassion' prepares students to lead clinical practice. 'Non-medical prescribing' prepares students for independent and supplementary prescribing and the assessment skills required to prescribe safely.

Practice learning is recorded in the PebblePad e-portfolio. The student representative tells us they're fully supported by practice assessors, practice supervisors and academic assessors in the practice learning environment to complete the e-portfolio. The programme team, PLPs and EPs confirm confidence in the programme to support achievement of the Standards for specialist education and practice (NMC, 2001) in both theory and practice. The student representative tells us that, whilst the programme is intense, they're fully supported by the programme team. They tell us the inclusion of V300 will further support the district nursing role.

Outcome

Is the standard met?

MET **NOT MET**

Date: 18 November 2020

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s):

N/A
Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A

Standard 12: Content of education for common core	
<ul style="list-style-type: none"> Content 	
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 common core content is met or not met</p> <ul style="list-style-type: none"> Content <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Programme outcomes are clearly stated; specific modules reflect district nursing practice. There's mapping to confirm that the content in each module continues to meet programme requirements.</p>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 18 November 2020	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

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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**

Mapping of the programme learning outcomes and modules against the Standards for specialist education and practice (NMC, 2001) demonstrate that the programme continues to meet NMC requirements.

Outcome

Is the standard met?

MET **NOT MET**

Date: 18 November 2020

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s):

N/A

Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Programme specific standards	
<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: 18 November 2020	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Programme specific standards

Specific learning outcomes	
<ul style="list-style-type: none"> Clinical nursing practice Care and programme management 	
Findings against the standards and requirements	
<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>Mapping of the programme learning outcomes and modules against the Standards for specialist education and practice (NMC, 2001) demonstrate that the programme continues to meet NMC requirements.</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	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 18 November 2020	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	



Better, safer care through quality assurance of nursing, midwifery and nursing associate education.



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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SPQ DN		
Student facing documentation including: programme handbook <i>Please specify route:</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SPQ DN		
Practice assessment documentation (PAD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook:	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) at programme level (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for specialist education and practice</i> (NMC, 2001) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
List additional documentation: Post visit documentation: Email from the visitor for the prescribing approval visit, confirming the condition applied is met, 8 December 2020 Minutes of SPQ DN modification visit, signed by the chair, 10 December 2020		
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: September 2019 x one V300, September 2020 x one V300, September 2018 x two		
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 This is an existing AEI, therefore not 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):	Heather Bain	Date:	25 November 2020
Checked by:	Bernadette Martin	Date:	2 December 2020
Submitted by:	Amy Young	Date:	19 January 2021
Approved by:	Leeann Greer	Date:	19 January 2021