

Programme Major Modification report

Section one

<p>Programme provider name:</p>	<p>Manchester Metropolitan 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>Manchester University NHS Foundation Trust</p> <p>Northern Care Alliance Group</p> <p>Stockport NHS Foundation Trust</p> <p>Tameside and Glossop Integrated Care NHS Foundation Trust</p>
<p>Programme reviewed:</p>	<p>Select the specialist practitioner programme(s) to be reviewed:</p> <p>Specialist practitioner - District nursing with integrated V100 nurse prescribing <input type="checkbox"/></p> <p>Specialist practitioner - District nursing with integrated V300 nurse prescribing <input type="checkbox"/></p> <p>Specialist practitioner - adult nursing <input type="checkbox"/></p> <p>Specialist practitioner - mental health <input type="checkbox"/></p> <p>Specialist practitioner - child <input type="checkbox"/></p> <p>Specialist practitioner - learning disabilities <input type="checkbox"/></p> <p>Specialist practitioner - general practice nursing <input type="checkbox"/></p> <p>Specialist practitioner - community mental health nursing <input type="checkbox"/></p> <p>Specialist practitioner - community children's nursing <input type="checkbox"/></p> <p>Specialist practitioner - community learning disabilities nursing <input type="checkbox"/></p> <p>Specialist practitioner - occupational health nursing <input type="checkbox"/></p> <p>Specialist practitioner - school nursing <input type="checkbox"/></p> <p>Apprenticeship route</p>

	Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship <input checked="" type="checkbox"/>
Current AEI programme title(s):	Pg Dip/BSc (Hons) Community Health
Modified AEI programme title(s) if applicable:	Post Graduate Diploma District Nursing with Integrated Independent Prescribing at Level 7
Additional AEI programme title(s) if applicable:	N/A
Academic level of current programme:	
Specialist practitioner - District nursing with integrated V100 nurse prescribing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Specialist practitioner - District nursing with integrated V300 nurse prescribing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Specialist practitioner - adult nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Specialist practitioner - mental health	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10

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

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

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

<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>

Date of modification:	2 February 2021
Type of Modification:	Visit
QA visitor(s):	Registrant Visitor: Ann Cubbin

Section two

Summary of review and findings

Manchester Metropolitan University (MMU) is an established approved education institution (AEI). The faculty of health, psychology and social care (the faculty) within the department of nursing (the department) present a modification to the specialist practitioner qualification district nursing (SPQ DN) route. The modified programme is mapped against the Standards for specialist education and practice (SSEP) (Nursing and Midwifery Council (NMC), 2001), the Standards for student supervision and assessment (SSSA) (NMC, 2018) and the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018). The SPQ DN programme was approved on 18 December 2017. A further programme modification to transfer to the SSSA was approved on 1 October 2019 in line with the greater Manchester (GM) partnership approach to the implementation of the SSSA.

MMU propose a non-integrated apprenticeship in DN leading to the award of postgraduate diploma SPQ DN with integrated independent and supplementary nurse prescribing (V300). Students will be assessed using a new e-Assessor portfolio. The proposed modification to the programme will replace the current Bachelor of science with honours (BSc Hons) and the SPQ DN postgraduate diploma routes that include the community practitioner nurse prescribing (V100). Inclusion of the V300 alters the structure and the assessment of the programme. 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). V300 is subject to a separate approval; this visit was undertaken on 7 December 2020. The conditions applied at the prescribing approval visit have been met. The programme is pending final NMC approval. The requirements of the SPQ DN and V300 are achieved before the apprenticeship end point assessment (EPA). The programme is offered full-time over 53 weeks; on successful completion of the programme students will undertake the EPA.

The programme has been designed to meet the SSEP and the Queen's Nursing Institute (QNI) and the Queen's Nursing Institute Scotland (QNIS) (2015) voluntary standards for DN education and practice.

Programme documentation and the approval process confirm that there's robust and effective partnership working at strategic and operational levels between MMU and employer partners (EPs). The programme has been developed in partnership with the EPs and students. MMU demonstrate a commitment to working with service users and carers (SUCs) and have developed a plan to improve partnership working with SUCs. All key stakeholders tell us that there's commendable engagement with the programme team in the co-production of the programme. Signed written commitment for each EP has been provided. The following EPs support the proposed apprenticeship programme; Manchester University NHS Foundation Trust, Northern Care Alliance Group, Stockport NHS Foundation Trust and Tameside and Glossop Integrated Care NHS Foundation Trust.

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

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

The programme modification is recommended for approval subject to one NMC condition; there's one university condition. One NMC recommendation and four university recommendations are made.

Updated 9 March 2021:

MMU has provided revised and additional documentation to meet the NMC condition. MMU provided a programme approval report signed by the chair of the approval panel to confirm the university condition is met.

The conditions are met.

The modification to 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>Condition one: Ensure that the programme is clearly mapped against the SSEP and is evidenced in the programme handbook, the practice assessor handbook and the e-Assessor portfolio. (SFNME R2.11; SSEP Standard 11)</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: Learning outcomes across the programme are reviewed in conjunction with university teaching academy representatives to ensure they fully represent the level seven nature of these programmes (and consistency in tense). (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>9 March 2021</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Monitor and continuously review SUC involvement in the design, development, delivery and co-production of the programme. (SFNME R1.12)</p> <p>Recommendation two: General housekeeping - reading lists are reviewed to make sure the most up</p>

	<p>to date literature recommended are included. The programme documentation is checked throughout for typo errors and the correct use of the titles of the units/programmes (for example, some specify specialist community public health nursing, but not SPQ DN and vice versa). (University recommendation)</p> <p>Recommendation three: Programme documentation is amended to reference formative assessments as appropriate (appropriate opportunities for formative assessment to take place – may be the programme specification). (University recommendation)</p> <p>Recommendation four: The programme team to continue to do the valuable work they are already doing in terms of the Black, Asian and minority ethnic data for recruitment. (University recommendation)</p> <p>Recommendation five: Review progression possibilities for students that may not have an academic background at level six to access this level seven programme, so it is fully accessible to those that may not have a recent level six qualification. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>None identified.</p>

<p>Programme is recommended for approval subject to specific conditions being met</p>
<p>Commentary post review of evidence against conditions:</p> <p>Additional and revised copies of the programme documents provide evidence that the conditions are met.</p> <p>Revised programme documentation includes a mapping document to evidence how the programme meets the SSEP. Condition one is met.</p>

MMU provided a programme approval report signed by the chair of the approval panel to confirm the university condition is met.

AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	The programme length should be recorded as 53 weeks.
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:	9 March 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 evidence and the approval process confirm evidence of consultation with students, SUCs and EPs. EPs tell us that they've actively contributed to programme consultation through attendance at specific consultation events. Stakeholders confirm their involvement in the co-production of the programme. EPs tell us that they're committed to ensure DNs are fully prepared for advanced practice and the importance of the inclusion of the V300 prescribing qualification in the programme. They tell us that the proposed programme with an integrated V300 award and an advanced health assessment skills component meets service need. EP service leads confirm that the V100 doesn't meet the needs of the service. EPs tell us that they require a DN workforce who are fit for purpose and who can deliver care at an advanced practice level.

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

EPs confirm there's a GM strategic approach to the SSSA and that there are effective monitoring processes in place to ensure practice learning environments meet the requirements of the SSSA. This includes the educational audit process. EPs, practice assessors and practice supervisors commend MMU for their commitment to an effective partnership approach to the GM implementation and operationalisation of the SSSA. They tell us that the programme team engage with them in supporting the preparation of practice assessors and practice supervisors, who support the supervision and assessment of students in specialist practice learning environments.

SUC contribution to the development of the programme is actively encouraged by the programme team. They tell us that they recognise that SUC engagement is actively being further strengthened. There's documentary evidence of a SUC

development plan that's been implemented to further improve engagement with SUCs across all aspects of the programme. There's evidence of some SUCs' contribution to the delivery of the programme and to the assessment of students. This is supported by students who tell us that they value the SUC input in the programme. MMU has recently engaged with an external SUC participation group to strengthen the SUC contribution within the programme. The SUC representative confirms they have had limited involvement in the programme delivery to date. Despite this they confirm that there's a commitment by the programme team to continue to further enhance the ongoing SUC involvement and support in the development and delivery of the programme. The programme team are advised to monitor the effectiveness of the SUC development plan in improving SUCs' contribution to the programme. (Recommendation one)

There's documentary evidence that confirms that the student voice is captured through programme and practice evaluation. Formal student evaluation is undertaken; the outcome of actions is reported through MMU's quality assurance process where actions required are implemented and reviewed. At programme level student representatives attend programme review meetings which are held twice a year. Students tell us that they're supported to share their views and that they understand the process for raising concerns. This is clearly detailed in student facing documentation. Students tell us that the programme team act on issues promptly and feedback on any actions taken in a timely way. In the practice learning environment, they're supported by a practice learning team. A tripartite approach ensures the opportunity to reflect on practice learning. Students confirm that they've contributed to the development of the programme. Students commend the programme team for the support they provide. Whilst they acknowledge the challenges of the programme, they're confident it's prepared them for DN practice. Practice assessors and practice learning partners tell us that communication with MMU is well established and effective, and that the programme team responded effectively to any concerns raised. MMU has robust policies and processes for programme governance. There's a fitness to practise policy; EPs tell us that they know how to raise concerns.

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 <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Community Practitioner Nurse Prescriber (V100)		
Please indicate whether the V100 is an integrated or optional element of the Specialist practice programme.		
Optional <input type="checkbox"/> Integrated <input type="checkbox"/> N/A <input checked="" type="checkbox"/>		
V100 isn't delivered in the SPQ DN programme; it doesn't meet employer service requirements.		
Please indicate whether the V100 is to be approved at this event against the Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2018)		
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
OR		
If V100 is approved against Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber provide the date it was approved:		
V100 isn't delivered in the SPQ DN programme; it doesn't meet employer service requirements.		

Independent and Supplementary Prescribing (V300)

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

Optional Integrated N/A

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

V300 is integrated in the programme to meet the service requirements of EPs. It's required as part of the SPQ DN apprenticeship.

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 NMC approval following confirmation that the three joint NMC and university conditions and one university condition applied at the prescribing approval visit on 7 December 2020 have been met. The programme is pending final NMC approval.

Proposed transfer of current students to the programme under review

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

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

No students will transfer to the programme under review. The programme team confirm that current students who do not complete the current programme will complete this.

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

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

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

The programme has transferred to the SSSA. A major modification to implement the SSSA was approved by the NMC on 1 October 2019. The transfer to the SSSA was adopted regionally by AElS across the GM partnership. EPs, practice assessors, practice supervisors and students confirm the SSSA has been operationalised.

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 Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Have completed a period of experience of sufficient length to have consolidated pre-registration outcomes and to have gained a deeper understanding in relevant professional practice. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 2 February 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 9.4: Length and content of programme
<ul style="list-style-type: none"> • No less than first degree level • No less than 32 weeks • 50 percent theory and 50 percent practice <p>Key principles:</p> <ul style="list-style-type: none"> • Combination of core and specific modules – core no less than 1/3 and no more than 2/3 of total • A coherent programme of learning • Flexible modes of delivery • Linked to higher education accreditation • Credit for APL and APEL
Findings against the standard and requirements
Evidence provides assurance that the following are met:

- | | | |
|---|---|-----------------------------|
| • No less than first degree level | Yes <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**

The programme has been modified in response to consultation with stakeholders and includes core and specific units of learning. These ensure students experience an appropriate range of learning that incorporates the development of advanced specialist practitioner practice with the opportunity to experience interprofessional learning.

Evidence-based practice is supported through a blended learning approach with online and face to face contact. A practice development unit enables students to develop the skills to work within an advanced practice role and meet the service needs of the diverse local population.

A specialist community nursing practice unit focuses on the development of skills in practice and is delivered across the duration of the programme. This requires students to populate an e-Assessor portfolio that's used to record and evidence progression towards achievement of the SSEP.

- A coherent programme of learning

MET **NOT MET**

Documentary evidence and the approval process confirm that students must meet all the NMC requirements for specialist practice in order to practice as an SPQ DN. The requirements of the V300 must be met; this will be awarded if students achieve the NMC requirements of the V300 programme.

Evidence of reflection on progression towards achievement is recorded in the e-Assessor portfolio; students provide evidence of how they progress towards meeting practice competencies. This supports the evidence required to confirm the SSEP are met. Students complete self-assessment, and practice learning hours are recorded and monitored at tripartite meetings. Practice assessors are responsible for the assessment of practice. Academic assessors verify the achievement of proficiencies at a final summative tripartite meeting when a declaration of student achievement is recorded in the e-Assessor portfolio.

Practice supervisors tell us that they're well supported by practice assessors and academic assessors to share observations about student conduct, proficiency and achievement. Practice supervisors confirm that student practice learning documentation enables them to record observations about progression; they tell us that their contribution to student learning is valued.

Students tell us that whilst the programme is challenging, they enjoy the teaching and learning approaches. Graduate students describe how the current programme prepared them for DN practice. They recognise positive changes to their practice and how they approach their role as a result of undertaking the programme.

- Flexible modes of delivery

MET **NOT MET**

Inclusion of the V300 award demonstrates a flexible approach in supporting the increasingly complex needs of the DN workforce. Flexibility is further considered in terms of optional progression to a Master of science programme specifically tailored to further support student practice development and learning needs. Flexibility is evidenced in the delivery of the programme that includes a blended learning approach with face to face and online learning and teaching strategies.

- Linked to higher education accreditation

MET **NOT MET**

Programme learning outcomes are appropriate and support students to meet the programme outcomes at academic level seven. The core unit curriculum content is mapped against the SSEP. Programme units of learning and assessments are mapped against the programme learning outcomes.

- Credit for APL and APEL

MET **NOT MET**

Programme documentation confirms that recognition of prior learning (RPL) is permitted. Students can RPL up to one third of programme credits. This must be approved by the programme leader and faculty RPL committee. RPL claims are subject to external examiner review.

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: 2 February 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

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 registration as an a SPQ DN with the NMC.	
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: 2 February 2021	
Post event review	
Identify how the condition(s) is met	
N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 11: Learning Outcomes
<ul style="list-style-type: none"> • Clinical nursing practice • Care and programme management • Clinical practice leadership • Clinical practice development
Findings against the standard and requirements

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

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

MET NOT MET

There's mapping against the QNI/QNIS voluntary standards for DN education and practice. There's evidence of a mapping tool that has informed programme development and demonstrates how the programme meets the SSEP. There's no evidence of the SSEP mapping tool in student and practice assessor facing programme documentation. It's not clear how students, practice assessors and practice supervisors measure and assess learning against the SSEP in the e-Assessor portfolio, the programme handbook and the practice assessor handbook. (Condition one)

There's a robust selection process and educational audits of practice learning environments are undertaken. Programme documentation confirms all programme entry requirements must be met. Students must meet the entry requirements of the V300 programme. Protected learning time is confirmed at application and is monitored through the educational audit process. Practice learning hours are recorded and verified in the e-Assessor portfolio by practice assessors and practice supervisors.

Programme documentation details a programme plan that evidences sufficient time to assure the NMC practice hours for SPQ DN and V300 are achieved. This ensures that both programme's practice learning requirements aren't compromised. Attendance at theory sessions is monitored and non-attendance is reported to EPs. The programme team confirm that online learning is monitored and recorded. Protected learning time is further monitored by practice assessors and practice supervisors, and reviewed at each tripartite meeting by academic assessors. Where issues related to attendance in theory or practice are identified there are processes in place to share information between MMU and EPs. This includes fitness to practise issues or if students give or report a cause for concern in their workplace.

Teaching and learning methods include lectures, seminars, self-directed learning and tutorials. The MMU learning environment supports online delivery and a blended learning approach with access to online resources. Directed study supports the development of practice learning; students record and reflect on

critical incident scenarios and practice learning experiences. Assessment is undertaken using a variety of methods including examinations, reflections, assignments and presentations. The V300 programme uses a clinical assessment tool to document achievement of 90 hours practice learning and to verify achievement of the prescribing competencies. On completion this is submitted online to MMU's virtual learning platform. Students are allocated to an appropriate prescribing practice assessor if the SPQ DN practice assessor isn't a V300 prescriber. EPs tell us that there are sufficient V300 practice assessors to support students on the programme.

The e-Assessor portfolio includes documents related to practice assessment that are accessible by students, practice assessors, practice supervisors and the programme team. This includes a practice portfolio that evidences practice learning and progression towards achievement of practice competencies in the e-Assessor portfolio. At the start of the programme students complete a self-assessment of both academic and practice skills; this is used to generate a self-development plan following a discussion with a skills coach. The skills coach provides additional non-clinical support for students and is a new role within MMU to support students across all apprenticeship pathways. Students, practice assessors and academic assessors meet three times during the programme and a record of student progress is recorded in the e-Assessor portfolio. The tripartite meetings include a final report that outlines student ability to meet the SSEP. These key assessment documents, once completed, are locked and held in an e-Assessor online depository.

Programme documentation details practice assessor, practice supervisor and academic assessor roles and confirms there are guidelines and processes in place to assign each student to a practice assessor who's a qualified DN. Practice assessors and practice supervisors confirm that they're prepared for the roles. Practice assessor and practice supervisor handbooks provide programme information. EPs confirm that the SSSA has been adopted and that MMU support practice assessors and practice supervisors through the SSSA transition. Practice assessors and practice supervisors continue to receive support from academic assessors on an individual basis. They're invited to twice yearly specific updates that are facilitated by MMU.

Students commend the programme team, practice assessors and practice supervisors for the support that they receive to help them achieve both the academic and practice outcomes. They tell us that they find the programme team very accessible and responsive, enabling them to seek support when necessary. Graduate student representatives tell us that while the assessments are challenging, on reflection they recognise how the assessments have supported the development of their knowledge and skills.

Outcome	
Is the standard met?	MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/>
<p>There's evidence of a mapping tool that has informed programme development and demonstrates how the programme meets the SSEP. There's no evidence of mapping to the SSEP in the e-Assessor portfolio or the student and practice assessor facing programme documentation. It's not clear how practice assessors and practice supervisors measure and assess learning against the SSEP.</p> <p>Condition one: Ensure that the programme is clearly mapped against the SSEP and is evidenced in the programme handbook, the practice assessor handbook and the e-Assessor portfolio. (SFNME R2.11; SSEP Standard 11)</p> <p>Date: 2 February 2021</p>	
Post event review	
Identify how the condition(s) is met:	
<p>Condition one: A mapping document is included in the e-Assessor portfolio and in student and practice assessor facing documentation. This clearly demonstrates how students meet the SSEP.</p> <p>Condition one is met.</p> <p>Evidence: Revised programme handbook, undated Revised practice assessor/practice supervisor handbook, undated e-Assessor, mapping to SSEP, screenshot, undated SSEP mapping document, undated</p>	
Date condition(s): 9 March 2021	
Revised outcome after condition(s) met:	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>

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 units reflect DN practice. There's mapping to confirm that the content in each unit meets the programme outcomes.</p> <p>Students tell us that the programme content effectively prepares them for contemporary advanced specialist practice. EPs tell us that V100 doesn't meet service requirements. They fully support the inclusion of integrated V300. EPs and students commend the programme team for their commitment to partnership working to develop an SPQ award that further meets DN service need.</p>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 2 February 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Core Standards 13: Common Core Learning Outcomes

<ul style="list-style-type: none"> • Clinical nursing practice • Care and programme management • Clinical practice leadership • Clinical practice development 	
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 learning outcomes below are met or not met</p> <ul style="list-style-type: none"> • Clinical nursing practice • Care and programme management • Clinical practice leadership • Clinical practice development <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Programme learning outcomes and assessments are designed to ensure that students develop the skills to provide contemporary, specialist DN care to individuals in their community. The programme prepares them to lead on the development of practice and support the delivery of complex care in home environments.</p>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 2 February 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

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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: 2 February 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	
	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Programme specific standards	
Specific learning outcomes	
<ul style="list-style-type: none"> Clinical nursing practice Care and programme management 	

Findings against the standards and requirements	
<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>Programme development ensures that, upon successful completion, students will achieve the SSEP and SPP.</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? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>	
<p>Date: 2 February 2021</p>	
Post event review	
<p>Identify how the condition(s) is met:</p> <p>N/A</p>	
<p>Date condition(s):</p> <p>N/A</p>	
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>	

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: 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</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: Programme approval report, signed by the chair of the approval panel, 9 March 2021 Revised programme handbook, undated Revised practice assessor/practice supervisor handbook, undated e-Assessor, mapping to SSEP, screenshot, undated SSEP mapping document, undated Revised, programme specification, undated Proforma, unit learning outcomes, undated Revised, course unit, contemporary issues in district nursing, undated Revised, course unit, foundations in district nursing, undated Revised, course unit, specialist practice in district nursing, undated Revised, course unit, empowering individuals and populations to enhance health and wellbeing, undated		
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: BSc (Hons), September 2020 x one Postgraduate diploma, September 2020 x one Graduate, BSc (Hons) x two Graduate, postgraduate diploma x one		

Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
If you stated no above, please provide the reason and mitigation Not necessary as an established AEI.		
Additional comments: 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):	Ann Cubbin	Date:	2 February 2021
Checked by:	Bernadette Martin	Date:	10 February 2021
Submitted by:	Amy Young	Date:	26 March 2021
Approved by:	Emiko Hughes	Date:	29 March 2021