

Programme Major Modification report

Section one

<p>Programme provider name:</p>	<p>University of Wolverhampton</p>
<p>In partnership with: <i>(Associated practice learning partners and/or employer partners involved in the delivery of the programme)</i></p>	<p>Sandwell and West Birmingham Hospitals NHS Trust</p> <p>Shropshire Community Health NHS Trust</p> <p>The Royal Wolverhampton NHS Trust</p> <p>Walsall Healthcare NHS Trust</p> <p>Herefordshire and Worcestershire Health and Care NHS Trust</p> <p>South Warwickshire NHS Foundation Trust</p> <p>Black Country Healthcare NHS Foundation Trust</p> <p>Midlands Partnership NHS Foundation Trust</p> <p>Wye Valley NHS Trust</p> <p>Coventry and Warwickshire Partnership NHS Trust</p> <p>The Dudley Group NHS Foundation Trust</p> <p>NHS Black Country and West Birmingham Clinical Commissioning Group (CCG)</p> <p>NHS Cannock Chase CCG</p> <p>NHS Stafford and Surrounds CCG</p> <p>NHS Shropshire, Telford and Wrekin CCG</p> <p>NHS Birmingham and Solihull CCG</p>

	<p>NHS East Staffordshire CCG</p> <p>NHS South East Staffordshire and Seisdon Peninsular CCG</p> <p>NHS North Staffordshire CCG</p> <p>NHS Stoke on Trent CCG</p> <p>Private, voluntary and independent health care providers</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 checked="" 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 checked="" 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> <p>Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship <input checked="" type="checkbox"/></p>

<p>Current AEI programme title(s): <i>Please include the title of the programme(s) affected by this modification or add N/A if the modification doesn't apply to a current AEI programme/route (for example new routes are being added that have a different title to those already approved)</i></p>	<p>PG Diploma Specialist Community Nursing - District Nursing</p> <p>PG Diploma Specialist Community Nursing - General Practice Nursing</p>
<p>Modified AEI programme title(s) if applicable: <i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i></p>	<p>N/A</p>
<p>Additional AEI programme title(s) if applicable: <i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i></p>	<p>PG Diploma Specialist Community Nursing - District Nursing (apprenticeship)</p>
<p>Academic level of current programme:</p>	
<p>Specialist practitioner - District nursing with integrated V100 nurse prescribing</p>	<p>England, Wales, Northern Ireland <input checked="" 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>Specialist practitioner - District nursing with integrated V300 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>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>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 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>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 levels of modified/additional programme(s)/route(s):</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</p>

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

	<input type="checkbox"/> N/A
Specialist practitioner - school nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A
Specialist practitioner - District nursing with integrated V100 nurse prescribing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A
Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A
Programme start date: Specialist practitioner - District nursing with integrated V100 nurse prescribing Specialist practitioner - District nursing with integrated V300 nurse prescribing Specialist practitioner - adult nursing Specialist practitioner - mental health Specialist practitioner - child Specialist practitioner - learning disabilities Specialist practitioner - general practice nursing	 <input type="text"/> <input type="text"/> 23 September 2021 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 23 September 2021

Specialist practitioner - community mental health nursing	
Specialist practitioner - community children's nursing	
Specialist practitioner - community learning disabilities nursing	
Specialist practitioner - occupational health nursing	
Specialist practitioner - school nursing	
Apprenticeship route	
Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship	23 September 2021
Date of Modification:	9 February 2021
Type of Modification:	Visit
QA visitor(s):	Registrant Visitor: Heather Bain

Section two

Summary of review and findings

The University of Wolverhampton (UoW) is an established approved education institution (AEI). The faculty of education health and wellbeing (the faculty) request approval for a major modification to the Nursing and Midwifery Council (NMC) approved specialist practitioner qualification (SPQ) district nursing (DN) with integrated V100 and SPQ general practice nursing (GPN). The programmes meet the Standards for specialist education and practice (SSEP) (NMC, 2001). The Postgraduate diploma (PgDip) specialist community nursing (DN) and PgDip specialist community nursing (GPN) were originally approved on 26 June 2018.

The modification proposal replaces the approved V100 with an independent and supplementary prescribing (V300) award for SPQ DN and SPQ GPN. The independent and supplementary prescribing (V300) programme is approved as meeting the Standards for prescribing programmes (SPP) (NMC, 2018) on 24 January 2020. The modification also includes the addition of a non-integrated apprenticeship SPQ DN route with integrated V300. The employer partners (EPs) for the apprenticeship route are Sandwell and West Birmingham Hospitals NHS Trust, the Royal Wolverhampton NHS Trust, Herefordshire and Worcestershire Health and Care NHS Trust, Walsall Healthcare NHS Trust, Shropshire Community Health NHS Trust and The Dudley Group NHS Foundation Trust.

The modification integrates V300 into the SPQ DN and SPQ GPN routes and SPQ DN apprenticeship route by incorporating the two modules from the approved V300 programme: 'advanced pharmacology for non-medical prescribing' and 'advanced perspectives of non-medical prescribing practice'. These replace the originally approved 'research and enquiry in specialist practice' and 'advanced perspectives of public health in specialist practice' modules. The content and learning outcomes of the removed modules has been incorporated into other modules on the programme. The revised modules are mapped to programme learning outcomes. Programme learning outcomes continue to enable achievement of the SSEP.

The SPQ DN and SPQ GPN routes are delivered at academic level seven and are part-time over two years. Apprentices follow the NMC SPQ DN with integrated V300 part-time programme. The balance of theory and practice continues to be met. On the apprenticeship route, the NMC approved SPQ DN with integrated

V300 programme must be achieved prior to commencement of the apprenticeship end point assessment (EPA).

The decision to offer an apprenticeship route for SPQ DN and include integrated V300 in the SPQ DN and SPQ GPN routes is developed in partnership with EPs and practice learning partners (PLPs). Documentary evidence and discussion at the modification visit provides evidence of effective partnership working with PLPs and EPs, service users and carers (SUCs) and students. PLPs, EPs, practice supervisors and practice assessors are invited to apprenticeship employer information events and tell us they've had the opportunity to consult and contribute to the development of the programmes. There's no change to the ongoing governance of the programme with EPs being included alongside PLPs.

There's evidence of engagement with the programme development by EPs.

The programme development is informed by the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and Standards for student supervision and assessment (SSSA) (NMC, 2018). The SFNME is not met at programme level and is subject to one condition. Arrangements at programme level meet the SSSA.

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

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

Updated 19 March 2021:

UoW has provided documentation to meet the NMC condition.

The major 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>Condition one: Obtain written statements of commitment from all intended EPs. (SFNME R2.5)</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>None identified.</p>
<p>Date condition(s) to be met:</p>	<p>12 March 2021</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>None identified.</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>The university has submitted signed statements of commitment from the named EPs.</p> <p>Condition one is now met.</p>	
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 AEI note that the SPQ DN with integrated V100 nurse prescribing is currently delivered at level six and seven. Level six has been added to current programme levels in the report. NHS CCGs are also confirmed for SPQ GPN programme.
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:	19 March 2021

Section three

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p>

[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 visit confirm there's effective partnership between the faculty and stakeholders for the proposed developments including the inclusion of the SPQ DN apprenticeship route. The faculty is reviewing their provision in partnership with PLPs, including considering the apprenticeship standards for DN published in September 2019. There's agreement by PLPs and EPs that inclusion of the V300 is vital to the SPQ DN and SPQ GPN role within the local workforce.

There's documentary evidence of a partnership approach to agree proposed changes through a series of stakeholder events. There's also been two apprenticeship employer information events. There are practice assessor meetings four times a year where programme developments are discussed. PLPs tell us there's 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 modifications. The EP written statements of commitment are outstanding and must be presented to demonstrate their commitment to NMC standards. (Condition one)

There's documentary evidence of discussions between the programme team and PLPs and EPs to enable the integration of V300 prescribing in the programmes. At the visit, the programme team justify the programme changes made. Decisions are confirmed with the PLPs and EPs to ensure that the addition of an apprenticeship route will maintain the SSEP and meet service needs. PLPs and EPs confirm that apprentices and students are supernumerary while learning in practice. Students on the SPQ DN apprenticeship route and part-time level seven SPQ DN and GPN with V300 routes will be taught together with students on the currently approved programme.

Partnership working is evidenced by the faculty and the PLPs working together to support the implementation of the SSSA. An updated practice assessor handbook has been developed for SPQ DN and SPQ GPN programmes that provide details of the changes. Practice assessors are consulted on the changes with the

opportunity to feedback on the documentation including the practice assessment document (PAD) within practice assessor meetings.

Students tell us they're involved in formal and informal evaluation of the programme and are supportive of the proposed changes, in particular the inclusion of V300 prescribing.

The SUC representatives confirm involvement with the programmes. They tell us about how their experience contributes to student learning within SPQ DN and SPQ GPN programmes. There's evidence of SUC consultation about the proposed changes to the programme. There are no changes to the current SUC involvement in the programme; they'll continue to contribute towards 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**

No written statements of commitment have been seen from the intended EPs. The faculty are required to provide these statements as evidence that the condition has been met.

Condition one: Obtain written statements of commitment from all intended EPs. (SFNME R2.5)

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: Signed commitment statements have been provided from the EPs to support the resources associated with the delivery of the SPQ DN programme.

Condition one is met.

Evidence:

Walsall Healthcare NHS Trust statement of commitment, undated

Shropshire Community Health NHS Trust statement of commitment, undated
 Sandwell and West Birmingham Community statement of commitment, undated
 Royal Wolverhampton NHS Community statement of commitment, undated
 Herefordshire and Worcestershire Health and Care NHS Trust, statement of commitment, undated
 Dudley Community Services, The Dudley Group NHS Foundation Trust statement of commitment, undated

Date condition(s) met: 19 March 2021

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

The V100 isn't being approved as part of these specialist practice routes.

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

YES NO

OR

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

24 January 2020

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:

24 January 2020

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.

Current students will not be transferred onto the modified programme; this includes students on a suspension of studies.

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, PLPs, EPs and students 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	
Evidence provides assurance that the following is met:	
<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"/>
<ul style="list-style-type: none"> Have completed a period of experience of sufficient length to have consolidated pre-registration outcomes and to have gained a deeper understanding in relevant professional practice. 	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: 9 February 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	

<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>
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Standard 9.4: Length and content of programme

- No less than first degree level
 - No less than 32 weeks
 - 50 percent theory and 50 percent practice
- Key principles:**
- Combination of core and specific modules – core no less than 1/3 and no more than 2/3 of total
 - A coherent programme of learning
 - Flexible modes of delivery
 - Linked to higher education accreditation
 - Credit for APL and APEL

Findings against the standard and requirements

Evidence provides assurance that the following are met:

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

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

Key principles:

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

MET **NOT MET**

Documentary evidence confirms that for all programmes ‘advanced pharmacology for non-medical prescribing’ and ‘advanced perspectives of non-medical prescribing practice’, replace ‘research and enquiry in specialist practice’ and ‘advanced perspectives of public health in specialist practice’. This retains the combination and balance of core and specific modules.

- A coherent programme of learning

MET **NOT MET**

Documentary evidence and the modification process confirms that students must meet all the NMC requirements for specialist practice and V300 in order to commence the programme and to successfully complete. There’s assurance from the programme team, PLPs and EPs that the SPQ DN and SPQ GPN requirements haven’t been compromised by the inclusion of V300.

Applicants must have at least one year post registration experience and complete the V300 specific application form at admission, as well as the application forms for the SPQ DN or SPQ GPN programmes. Programme documentation confirms the suitability of practice supervisor and practice assessors for both the SPQ DN and SPQ GPN programme, and the prescribing element. The student may have a different practice assessor for the V300 if their SPQ DN or SPQ GPN practice assessor is not an independent prescriber.

The programme offers a coherent programme of learning, utilising a range of learning, teaching and assessment strategies supported by the virtual learning environment. Lecturer, seminars, simulated learning and the PAD are central to this process. Apprenticeship and non-apprenticeship programmes are taught together. The V300 learning in practice is undertaken alongside the specialist community nursing module but has to be completed in practice before the SPQ DN or SPQ GPN practice assessor can confirm that all SSEP (NMC, 2001) standards are met within the professional development in practice module. Apprentice students meet all NMC requirements before they enter the EPA period.

Practice is an integrated component within the programme and is assessed within the PAD which includes learning contracts, recordings of practice supervisor and practice assessor discussions and completion of all NMC outcomes. The academic assessor verifies the achievement of the NMC outcomes at the final meeting with the student and practice assessor. Apprenticeship students also have access to a skills coach; this person may or may not be the same person as the academic assessor. The V300 prescribing portfolio is a subsection within the PAD and is shared with the SPQ DN or SPQ GPN practice assessor if this is a different person.

Students and PLPs at the modification visit tell us student progression is monitored and confirmed at regular points of the programme. They tell us that the academic assessor visits practice with tripartite visits occurring two to three times annually. Students, PLPs and EPs confirm that learning is protected.

The V300, if successfully completed, can be awarded if the SPQ DN or SPQ GPN is not awarded.

- Flexible modes of delivery

MET **NOT MET**

The programmes are offered over two years part-time. The inclusion of the apprenticeship route demonstrates further flexibility to support the workforce. The programme team tell us that blended learning modes of delivery are providing flexibility for students. Stakeholders confirm that inclusion of the V300 demonstrates a responsive approach to supporting the role of the SPQ DN and SPQ GPN in the workforce.

- Linked to higher education accreditation

MET **NOT MET**

Unchanged since original approval on 26 June 2018.

- Credit for APL and APEL

MET **NOT MET**

Unchanged since original approval on 26 June 2018.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to curricula and assessment 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: 9 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 checked="" type="checkbox"/> N/A <input type="checkbox"/>
There's no fall back award.	
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: 9 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 documentation which maps the modules to the SSEP. The 'enhancing health assessment and examination skills within clinical practice' module is studied alongside 'advanced pharmacology for non-medical prescribing' and before 'advanced perspectives of non-medical prescribing practice'. This structure prepares the students for the learning in practice related to the V300.

The V300 learning in practice will be taken alongside the practice element to meet the SSEP (NMC, 2001) outcomes. The V300 PAD is incorporated within the SPQ DN and SPQ GPN PAD to provide a coherent learning in practice. If the student steps off the programme before completing the SSEP (NMC, 2001) outcomes but has successfully completed the V300 the student can still register the V300 qualification.

Outcome

Is the standard met?

MET **NOT MET**

Date: 9 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 **NOT MET**

N/A

Standard 12: Content of education for common core

- Content

Findings against the standards and requirements

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

- Content

MET NOT MET

Unchanged since original approval on 26 June 2018.

Outcome

Is the standard met?

MET NOT MET

Date: 9 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 NOT MET

N/A

Core Standards 13: Common Core Learning Outcomes

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

<ul style="list-style-type: none"> 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>Unchanged since original approval on 26 June 2018.</p>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 9 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	
<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: 9 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	

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

- Clinical nursing practice
- Care and programme management

MET NOT MET

The modified modules and the inclusion of the V300 support the achievement of the specific learning outcomes as identified in the course specifications, module specifications, handbooks and the PAD. At the visit the programme team, PLPs, EPs and students confirm that SSEP (NMC, 2001) are met in both theory and practice.

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: 9 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 NOT MET

N/A

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors <i>Please specify route</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook <i>Please specify route:</i> SPQ GPN SPQ DN SPQ DN apprenticeship	<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: Care Quality Commission (CQC) The Dudley Group NHS Foundation Trust inspection report, 12 July 2019 Post visit documentation: Written agreements from EPs: Walsall Healthcare NHS Trust statement of commitment, undated Shropshire Community Health NHS Trust statement of commitment, undated Sandwell and West Birmingham Community statement of commitment, undated Royal Wolverhampton NHS Community statement of commitment, undated Herefordshire and Worcestershire Health and Care NHS Trust, statement of commitment, undated Dudley Community Services, The Dudley Group NHS Foundation Trust, statement of commitment, 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: Three SPQ DN current students – September 2020 Three SPQ GPN current students – September 2020		
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 Remote visit during the COVID-19 pandemic.		
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:	16 February 2021
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Submitted by:	Amy Young	Date:	20 April 2021
Approved by:	Leeann Greer	Date:	21 April 2021