

Programme Audit/Major Modification report

Programme provider:	Northumbria University
In partnership with: (Associated practice placement providers involved in the delivery of the programme)	Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust, Gateshead Health NHS Foundation Trust, The Newcastle upon Tyne Hospitals NHS Foundation Trust
Date of review:	11 Oct 2019
Type of Modification	Visit
Provision reviewed:	Specialist Practitioner - District Nursing (Mandatory Integrated Nurse Prescribing)
Title of current programme:	Specialist Practitioner - District Nursing with Integrated V100 Nurse Prescribing BSc (Hons), PG Diploma, MSc
Title of modified programme if changed:	
Academic level of current programme:	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Academic level of modified programme if changed:	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Reviewer:	Mr Mike Kitching



Protecting the public through
quality assurance of nursing
and midwifery education



Outcome of Approval Panel Meeting	
Outcome:	Recommended for approval with recommendations
Conditions and NMC standard(s)/requirement(s) they relate to:	<p>Resources None identified</p> <p>Admission and progression None identified</p> <p>Practice learning None identified</p> <p>Fitness for practice None identified</p> <p>Quality assurance</p> <p>Condition one: Variation orders (VO) need to be confirmed (with the education committee, approved at faculty level) and with VOs supported by reference to professional statutory and regulatory body (PSRB) assessment regulations and signed off by the education committee. (University condition)</p> <p>Condition two: Differentiate the learning outcomes between the two different programmes. (University condition)</p> <p>Condition three: Nurse prescribing modules accreditation required (scheduled 6 November 2019). (University condition)</p> <p>Condition four: Documentation tidy up for example, module learning outcome mapping, some module descriptors missing, make processes around recognition of prior learning (RPL) more explicit in student handbook with particular regard to the prescribing modules, require confirmation that</p>

	reading lists are made available to library services. (University condition)
Date conditions to be met:	15 Nov 2019
Recommendations and NMC standard(s)/requirement(s) they relate to: Note: recommendations will be assessed through the AEI annual self-assessment report	Recommendation one: Consider opportunity for sharing good practice at the practice supervisor/practice assessor forums. (Standards framework for nursing and midwifery education (SFNME) R3.5, Standards for student supervision and assessment (SSSA) R3.5, R8.4)
Date conditions met:	15 Nov 2019
Programme start date:	20 Jan 2020

Summary

Summary of modification request

Northumbria University (NU) has an established record of providing community nursing programmes. The specialist practice district nursing (SPDN) programme is in approval since April 2010. The programme has one intake per year and is successfully delivered in partnership with associated practice learning partners (PLPs). Documentation and the approval process demonstrate strong and effective partnership working with stakeholders to develop the programme. There is evidence of collaboration with the university and PLPs to prepare staff for the new roles of practice supervisor, practice assessor and academic assessor. There is a range of workshops, training days and online activities for practice learning staff preparing them for the transition from mentors and practice teachers to these new roles.

The major modification is to discontinue the BSc (Hons) route and have a postgraduate diploma (Pg Dip)/MSc route only. The MSc specialist practice in district nursing has an exit point at the end of year one of the programme with eligibility to record their specialist practice qualification with the NMC. This award is the Pg Dip and students will have achieved all programme outcomes and proficiencies. The Pg Dip route is full time and 41 weeks in duration. Students can continue their studies into year two as part time study and complete theory modules. There is no practice element in year two.

There are no students currently on the programme or on interrupted studies, therefore there will be no existing students requiring transfer to the NMC Standards for student supervision and assessment (SSSA).

The programme meets the Standards framework for nursing and midwifery education (SFNME) at programme level. The programme meets the SSSA at programme level.

The programme is recommended to the NMC for approval. The university made four conditions. The visitor made one recommendation.

Updated 13 December 2019

NU has presented documentation against the four university conditions. The conditions are met. The modification to the programme is recommended to the NMC for approval.

Feedback from key stakeholders

Presenting Team

The presenting team give a comprehensive account of programme development and key drivers underpinning the proposed programme including reasons for changing to academic level seven and voluntary queen's nursing institute (QNI) district nursing (DN) standards. The programme team comment on smaller numbers of students but are confident their strong partnership with sponsoring organisations will maintain programme viability and offer an advantageous student to tutor ratio. We found students are well supported by personal tutoring which supports individual students. The team are exploring using "flipped classroom" as a learning and teaching strategy and to assist with time management.

Mentors, sign-off mentors, practice teachers and employers

Practice learning staff tell us they work closely with NU and are involved in the curriculum development process. Documentary evidence states employing organisations are responsible for allocating practice assessors and practice supervisors. This is confirmed by practice learning staff.

Practice supervisors say they supervise students on a one to one basis and are being prepared for their role. Practice assessors are being prepared for their role. Practice supervisors and practice assessors attend three update sessions each year. The student's personal tutor is the first point of contact regarding student issues and the academic assessor will not be the student's personal tutor. Practice supervisors and practice assessors are aware of how to raise concerns regarding a failing student. Documentary evidence demonstrates process regarding a failing student. Practice learning staff say they feel fully supported by the programme team.

Managers tell us they work closely with NU and are responsive to service needs. Practice staff tell us they're involved in joint selection and admission interviews between themselves and the academic staff. They're involved in consultations during development of the programme. Employers PLPs confirm their commitment to the programme and say students exiting the programme are fit for practise and fit for purpose.

Students

Students tell us they're well supported in practice to meet practice proficiencies and programme outcomes. Students say they benefit from shared learning across the programme. They confirm opportunities to explore their own specialism within tutorial sessions. Students tell us they provide feedback regarding the new proposed programme. Students say they feel supported by the programme team.

Service users and carers

Service users and carers confirm they're involved in curriculum development and participate in teaching sessions. They give feedback to students in the practice learning environment. This can be verbal or written in the practice assessment document.

Examples of notable and innovative practice and standards they relate to

None identified

Potential risks to compliance of education standards and standards they relate to

None identified

Potential risks to the student learning environment and standards they relate to

None identified

Any other risks to public protection

None identified

Areas for future monitoring

None identified

Outcome recommendation

Programme is recommended to the NMC for approval.

NMC Standards

Please refer to the [Standards for specialist education and practice \(NMC, 2001\)](#), current programme specific circulars accessed via the [NMC Website](#) and Section one of the Mott MacDonald [QA Handbook](#).

Recording the qualification of specialist practice

Standard 9: Entry Requirements

An entry on the relevant and appropriate part of the register

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

What we found:

Standard 9 is met. Unchanged since original approval in April 2010.

Documentary evidence demonstrates applicants must have first level nurse registration with the NMC with a bachelor's degree upper second-class classification or above.

Application is made to the university and to the sponsoring employer. PLPs tell us prospective students complete an application form which details professional experience, a personal statement and references from their manager. The application form is reviewed by them and NU. Interview questions include relevant professional practice, high level decision making and leadership which are scored. The sponsoring employer completes occupational health clearance and enhanced disclosure and barring service check (DBS) prior to commencing the programme.

Practice staff tell us they're involved in joint selection and admission interviews between themselves and the academic staff. Service users and carers, known as experts by experience (EBE) say they're involved in the admissions process. The programme team tell us they're developing EBE involvement in the admissions process and are exploring their involvement in the interview process and appropriate training.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

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
What we found:
<p>Standard 9.4 is met. Unchanged since original approval in April 2010.</p> <p>Documentary evidence and the approval visit demonstrates the programme is offered at masters level and linked to higher education accreditation. Programme documentation specifies accreditation of prior experiential learning (recognition of prior learning) is permitted. These are unchanged since the original approval. The programme is delivered full time over 41 weeks in year one. Upon successful completion of year one students can exit the programme with Pg Dip and eligibility to record their specialist practice qualification with the NMC. At this point they meet all programme outcomes and designated programme hours. Students can exit the programme at the end of year one, or progress to year two which is part time. Year</p>

<p>two of the programme involves study of an additional 60 credit module leading to an MSc.</p> <p>Documentary evidence demonstrates programme learning is 50 percent practice and 50 percent theory. The programme team confirm this. The programme offers a combination of core and specific modules which meet NMC requirements. The programme team tell us the timing of modules is changed to reflect a systematic approach to programme learning. This change is in response to student feedback.</p> <p>Documentary evidence confirms a variety of delivery modes are used including flipped classroom and field specific small group tutorials. Students say they value the use of field specific tutorials as a learning resource.</p>	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 11: Learning Outcomes
<ul style="list-style-type: none"> • Clinical Nursing Practice • Care and Programme Management • Clinical Practice Leadership • Clinical Practice Development
What we found:
<p>Standard 11 is met. Unchanged since original approval in April 2010.</p> <p>Documentary evidence demonstrates programme learning outcomes are mapped against curriculum content. The learning outcomes and programme content are appropriate and meet requirements.</p> <p>Students tell us they're taught jointly with other specialist practice students during the</p>

programme. Documentary evidence and the programme team inform us modules link to the four domains and QNI voluntary standards.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 12: Content of education for common core	
<ul style="list-style-type: none"> Content 	
What we found:	
<p>Standard 12 is met. Unchanged since original approval in April 2010.</p> <p>Documentary evidence demonstrates, the programme is designed to develop students' knowledge and skills for working effectively as a community specialist practitioner in district nursing. The programme team tell us programme changes are linked to feedback from stakeholders and students. Documentary evidence and the programme team confirm module structure is mapped to the NMC standards for specialist education and practice.</p>	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

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Core Standards 13: Common Core Learning Outcomes

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| <ul style="list-style-type: none"> • Clinical Nursing Practice • Care and Programme Management • Clinical Practice Leadership • Clinical Practice Development |
|---|

What we found:

<p>Standard 13 is met. Unchanged since original approval in April 2010. Documentary evidence demonstrates mapping under each domain heading in the programme learning outcomes. Each common core learning outcome is aligned to a module. The level seven learning and teaching matrix contains the programme specification and shows how programme learning outcomes are met.</p> <p>Students must record achievement of SPDN standards of proficiency, including common core learning outcomes in their practice assessment document before they can be signed off as competent by their practice assessor.</p>

Outcome:	Standard met
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Date standards met:	
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Revised outcome:	
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Programme specific standards

Standards for entry

What we found:	
Standard met. Unchanged since original approval in April 2010.	
Documentary evidence demonstrates prior to entry to the programme applicants must demonstrate they have first level nurse registration with the NMC.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Programme specific standards
<p>Specific Learning outcomes</p> <ul style="list-style-type: none"> • Clinical nursing practice • Care and programme management
What we found:
Standard met. Unchanged since original approval in April 2010.
Documentary evidence and the approval process demonstrate all NMC standards specific to community nursing education and practice-community nursing in home/district nursing are met. All learning outcomes are mapped against programme content and the QNI voluntary standards.
The programme team inform us the programme has some new modules. These new modules are developed with stakeholder feedback. For example; safeguarding, assessment and history taking in specialist practice. They tell us the safeguarding module explores this area across the lifespan and fosters inter-professional learning.
The assessment and history taking in specialist practice module and V100 prescribing module are optional, enabling a choice for students and their employing

organisation.	
PLPs tell us there're established communications between the university and practice learning environments for support in supervising and assessing students.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

V100 Community Practitioner Nurse Prescriber	
Please indicate whether the V100 is an integrated or optional element of the Specialist practice programme.	Integrated
Please indicate whether the V100 is to be approved at this event or provide the date it was approved.	
What we found:	
<p>Unchanged since original approval in April 2010. Documentary evidence demonstrates the V100 community practitioner nurse prescriber module is integrated. The V100 will be presented for approval against the Standards for prescribing programmes (NMC, 2018) on 6 November 2019.</p> <p>Documentary evidence demonstrates the role of practice assessor and practice supervisor. Documentary evidence and the programme team tell us the role of</p>	

practice assessor will be a practising prescriber with relevant qualifications.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

[NMC Circular 03/2011](#) - Resources to support programme intentions

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

What we found:

Standard met. Unchanged since original approval in April 2010.

Documentary evidence submitted demonstrates the context of specialist practice district nursing qualification and proposed programme intentions.

The programme team has provided signed statements of compliance between the AEI and PLPs for the Pg Dip/MSc specialist practitioner qualification district nurse programme.

The programme team and approval process confirm sufficient academic, practice and supportive services are in place to implement the SSSA and resource the programme.

The programme team tell us they are prepared for the role of academic assessor by NU. NU is committed to monitoring workload for those undertaking academic assessor roles. The programme team appoints an academic assessor for each student. Practice assessment documents give guidance on the roles and responsibilities of practice supervisors, practice assessor and academic assessor. The programme team tell us students are informed who their practice assessor, practice supervisors and academic assessor are during the first week of the programme. Students confirm they know who supports, supervises and assesses

them in theory and practice learning.

The programme team outline the roles of the practice supervisor, practice assessor and academic assessor.

Practice learning staff tell us they're prepared for the roles of practice supervisor and practice assessor and supported by employer PLPs. There is a range of workshops, training days and online activities for practice learning staff preparing them for the transition from mentors and practice teachers to these roles. They tell us there are practice supervisor and practice assessor forums offered at NU. (Recommendation one) (SFNME R3.5, SSSA R3.5, R8.4) The programme team tell us there are practice development meetings scheduled in practice with practice supervisors and practice assessors as an additional support between PLPs and NU. PLPs confirm academic staff visit in practice to provide support. If there are any issues of concern related to student progression and achievement, the academic assessor will visit more frequently. If required, an action plan can be jointly developed in the Practice Assessment Document (PAD).

The programme team tell us they take joint responsibility with PLPs for the preparation of practice supervisors and practice assessors. PLPs confirm they are jointly responsible for this process. PLPs tell us they have sufficient practice supervisors and practice assessors to meet student numbers for the programme.

The PAD confirms students will be allocated to an appropriately qualified practice supervisor on a day to day basis. Documentary evidence states allocation of practice supervisor and practice assessor is the responsibility of the PLP, this is confirmed by service managers.

The programme team and PLPs confirm a joint educational audit of practice learning environments is carried out biennially, which includes a review of recent Care Quality Commission (CQC) reports. They tell us, as part of the audit process, student evaluations of practice learning are reviewed. If necessary, action plans are developed, or practice placements can be withdrawn where there are concerns over public safety and protection.

Students say they give feedback on practice learning. They say they're encouraged to contact practice placement facilitators or their academic assessor in relation to their practice evaluation.

The PAD records practice supervisor, practice assessor and academic assessor collaboration in confirming student achievement of all the practice proficiencies. Documentary evidence demonstrates practice monitoring meetings (PMM) take

<p>place at set points (week 11, week 21 and week 41) during the programme.</p> <p>The programme team tell us students are informed when PMM will take place during their induction week at NU and reminded during their first week in practice. Students confirm PMM take place at set intervals when their progress and achievement is monitored.</p> <p>Within the PAD EBE can comment on individual student performance and they confirm they give students feedback on care given. Practice supervisors and other allied healthcare professionals can give student feedback in the PAD.</p>	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Evidence and references list
<p>Programme specification MSc specialist practice district nursing, undated</p> <p>Programme handbook 2020/21 MSc/postgraduate diploma specialist practice in district nursing, undated</p> <p>Module descriptors:</p> <p>AC7065 community practitioner prescribing for nurses and midwives (V100) (optional), 18 July 2019</p> <p>AC7068 evidence-based specialist practice, 21 August 2019</p> <p>AC7069 safeguarding, 18 July 2019</p> <p>AC7070 assessment and history taking in specialist practice (optional), 18 July 2019</p> <p>AC7071 building community capacity for health improvement, 18 July 2019</p> <p>AC7072 leading and advancing specialist practice, 18 July 2019</p> <p>AC7073 empirical project, 18 July 2019</p>

Programme learning outcomes mapping, undated
AC7071 building community capacity for health improvement module handbook, 2020-2021, undated
Practice assessment document, undated
Assessment schedule, undated
Programme timetable, undated
QNI standards mapping, undated
Admission policy, undated
Programme framework for Northumbria awards (PFNA) guidance, August 2015
Context document, undated
Statements of compliance, 19 September 2019, 7 October 2019, 8 October 2019

Post visit documents:
VO, 14 November 2019
Programme specification MSc specialist practice district nursing, undated
Programme handbook 2020/21 MSc/postgraduate diploma specialist practice in district nursing, undated
Practice assessment document, undated
MSc specialist practice district nursing programme / module mapping document, undated

Personnel supporting programme approval

Members of Approval Panel

Principal lecturer/teaching fellow, department of architecture and built environment (chair)
Senior lecturer department of social work, education and community wellbeing (internal panel member)
Internal panel member - Associate professor department: Newcastle business school
Expert by experience representatives x two
Student representative
NMC quality assurance visitor (SCPHN HV/SN)
NMC quality assurance visitor (SPQ district nurse)

Professional, statutory and regulatory bodies (PSRB) (secretary)
Approval and review (secretary)

Programme Presenters

Deputy faculty pro vice-chancellor/head of department
Faculty registrar, academic registry
Academic support manager, faculty of health and life sciences
Quality and teaching excellence manager, PSRB accreditation team
Quality and teaching excellence manager, approvals and review
Head of subject, nursing, midwifery and health
Director of placements, nursing, midwifery and health
Senior lecturer, programme lead for specialist community public health nursing (SCPHN)
Senior lecturer, programme lead for SPDN
Practice placement facilitator, Newcastle Upon Tyne hospitals
BSc (Hons) community specialist practice district nursing graduate

Were any service providers visited?

Not required, existing approved education institution.

Meetings with others

Mentors / sign-off mentors	
Practice teachers	11
Service users / Carers	2
Practice Education Facilitator	3
Director / manager nursing	1
Director / manager midwifery	
Education commissioners or equivalent	
Designated Medical Practitioners	
Other (please specify)	

If there were no representatives present during the approval event please state why:

Meetings with students

Nursing					
Adult		Year 1	Year 2	Year 3	Year 4
Mental Health		Year 1	Year 2	Year 3	Year 4
Children's		Year 1	Year 2	Year 3	Year 4
Learning Disabilities		Year 1	Year 2	Year 3	Year 4
Midwifery (3 year)		Year 1	Year 2	Year 3	
Midwifery (18 month)		Year 1	Year 2		
SCPHN		HV	SN	OH	FHN
Learning and Assessment in Practice		Mentor	Practice Teacher	Teacher	
Nurse Prescribing		V100	V150	V300	

Specialist Practice		Adult	Mental Health	Children's
		Learning Disability	General Practice Nursing	Community Mental Health Nursing
		Community Learning Disabilities Nursing	Community Children's Nursing	District Nursing
				2

Additional evidence viewed

Post visit evidence:

Documentary evidence supplied by NU to meet their conditions

VO, 14 November 2019

Programme specification MSc specialist practice district nursing, undated

Programme handbook 2020/21 MSc/postgraduate diploma specialist practice in district nursing, undated

PAD, undated

MSc specialist practice district nursing programme / module mapping document, undated

Mott MacDonald Group Disclaimer

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Issue record

Author:	Mike Kitching	Date:	16 Dec 2019
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Checked by:	Monica Murphy	Date:	16 Dec 2019
Approved by:	Andrea Bacon	Date:	17 Dec 2019