

Programme approval visit report

Section one

Programme provider name:	University of Plymouth
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	North Devon Healthcare NHS Trust Royal Devon and Exeter NHS Foundation Trust Torbay and South Devon NHS Foundation Trust Devon Partnership NHS Trust Cornwall Partnership NHS Foundation Trust University Hospitals Plymouth NHS Foundation Trust Royal Cornwall Hospitals NHS Trust Private, independent and voluntary health care providers
Programme(s) reviewed:	
<p>Programme: Specialist Practitioner - District Nursing with Integrated Independent and Supplementary Nurse Prescribing Title of programme: Postgraduate Diploma District Nursing Programme start date: 1 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 7</p> <p>Programme: Specialist Practitioner - District Nursing with Integrated Independent and Supplementary Nurse Prescribing Apprenticeship Title of programme: Postgraduate Diploma District Nursing Programme start date: 1 September 2020</p> <p>Academic level(s): England, Wales, Northern Ireland: Level 7</p>	
Date of approval	21 May 2020
QA visitor(s):	Registrant Visitor: Julie Bliss

Section two

Summary of review and findings

University of Plymouth (UoP), faculty of health, school of nursing and midwifery (the school) present for approval the specialist practitioner qualification district nursing (SPQ DN) with integrated independent and supplementary nurse prescribing (V300) postgraduate diploma. This SPQ DN is part-time over two years, offered via two routes: standard entry and apprenticeship. It's fourteen years since the school delivered a SPQ DN programme. There's strong support from practice learning partners (PLPs) and employers to deliver the programme. The V300 adopts the Royal pharmaceutical society (RPS) competency framework for all prescribers and is in approval since August 2019 against the Standards for prescribing programmes (2018) delivered at level seven.

The programmes are developed to reflect the Nursing and Midwifery Council (NMC) (2018) Standards framework for nursing and midwifery education (SFNME) and supported by the NMC (2018) Standards for student supervision and assessment (SSSA). The programmes are mapped to the following standards: NMC (2001) Standards for specialist education and practice (SPEP) SPQ DN, Queen's nursing institute and Queen's nursing institute Scotland (2015) voluntary standards for district nurse education and practice and institute for apprenticeships (IfA) apprenticeship standard district nurse (2019).

There's commitment to effective partnership working within the school. PLPs are also employer PLPs for the apprenticeship route. Documentary evidence demonstrates governance structures and staff resources that support effective partnership working with PLPs and employer PLPs, students and service users and carers (SUC). The contribution of service users to the development and delivery of programmes is valued and contributes to the student learning experience.

Arrangements at programme level do not meet the SFNME. Arrangements at programme level meet the SSSA.

This visit is undertaken remotely due to Covid-19 restrictions.

The programme is recommended to the NMC for approval subject to three specific conditions.

Updated 4 July 2020:

The school has provided documentation to meet the conditions. All of the conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: The approved education institute (AEI) to provide written evidence from each of the PLPs (standard route) and employer partners (apprenticeship route) to support the programme intentions. (SFNME R2.1, R2.5, R2.14)</p> <p>Selection, admission and progression:</p> <p>Condition two: The entry requirements in the programme specification and all other documentation be amended to reflect the NMC requirements of registration as an adult nurse. (SFNME R2.1; (SPEP) Standard 9)</p> <p>Practice learning:</p> <p>Condition three: The practice assessment document (PAD) requires amendment to reflect the number of interviews with the practice assessor, the minimum number of meetings with the practice supervisor and the number of practice hours required to ensure the 50/50 theory practice split across the programme. (SFNME R4.11, R5.7)</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>
Date condition(s) to be met:	25 June 2020
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>Condition one: The school has provided signed practice learning agreements (PLA) for each PLP and employer PLP confirming support for the programme.</p> <p>Condition two: The school has provided programme specifications for standard entry and apprenticeship routes. These confirm that entrants must be a registered nurse (adult) and have a minimum of one-year post-registration experience.</p> <p>Condition three: The school has provided a PAD indicating the minimum number of interviews between student, practice supervisor and practice assessor. The PAD specifies a requirement for a minimum of 844 practice hours which reflects a 50/50 theory and practice split for the 45-week programme.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>No</p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	4 July 2020

Section three

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

QA Handbook (September 2018 updated July 2019)

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.

There's commitment to effective partnership working within the school, students, SUC and PLPs. Documentary evidence demonstrates governance structures and staff resources support effective partnership working with PLPs, students and SUC. However, there's no written evidence through appropriate PLAs to support programme intentions. (Condition one)

The programme is developed following demand for the district nursing programme to meet workforce needs from PLPs who are also employer partners for the apprenticeship route. PLPs and employer PLPs will continue to be involved with the programme at a strategic level, including quality assurance. Recruiting and selecting students is undertaken in partnership by the programme team and PLPs. The V300 entry requirements are met by the programme entry requirements. Apprentice selection is managed in collaboration and complies with the education and skills funding agency (ESFA) requirements. This is evidenced in the programme specifications. The intention is to involve SUC in the recruitment process, appropriate training will be provided.

Meetings between the programme team and PLPs include the programme committee and apprenticeship employer advisory board. Documentary evidence confirms preparation for SSSA roles is underway. Guidance on the roles of practice supervisor and practice assessor are set out in the PAD for the programme. Requirements for the V300 practice assessor are provided. Where necessary students will have a different practice assessor for the V300. Practice supervisors and practice assessors will have access to the Plymouth online practice placement information. PLPs and the programme team confirm there's enough SPQ DN qualified practice assessors to support the programme and there's planning to increase this capacity.

SUC say they feel their contribution to programme development and delivery is valued and contributes to the student learning experience. This is confirmed by students. SUC confirm they're asked to be involved in recruitment. SUC will be involved in teaching on the programme and assessment during practice placement.

Students in attendance at the visit are from programmes of study within the school including the V300. Students confirm academic staff are accessible and supportive. This includes signposting to other services to support academic development and student wellbeing. Students feel well supported in practice. Students confirm they knew how to raise concerns related to academic and practice aspects of their studies. Students discuss the value of interprofessional learning across programme modules and how learning is applied in their practice with increased confidence. Interprofessional learning takes place with a range of professions including paramedics, pharmacists, physiotherapists and podiatrists. Students confirm their input is sought to develop education delivery in the school. The use of Brookfield's lenses, an evidence based critical reflection process, for programme evaluation and quality improvement provides evidence of equal partnership with students in 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 one: Standards framework for nursing and midwifery education and

Not Met

There's no written evidence through appropriate PLAs to support programme intentions. (Condition one)

Gateway two: Standards for student supervision and assessment

Met

If not met, state reason

There's no written evidence through appropriate PLAs to support programme intentions.

Condition one: The AEI to provide written evidence from each of the PLPs (standard route) and employer partners (apprenticeship route) to support the programme intentions. (SFNME R2.1, R2.5, R2.14)

Post Event Review

Identify how the condition is met:

Condition one:

The school has provided signed PLAs for each PLP and employer PLP.

Evidence:

PLA with UoP and Torbay and South Devon NHS Foundation Trust, 26 January 2016

PLA with UoP and Livewell (Plymouth community healthcare), 29 April 2016

PLA with UoP and Northern Devon Healthcare NHS Trust, 10 February 2012

PLA with UoP and Cornwall partnership NHS Foundation Trust, 30 April 2018

Condition one is met.

Date condition(s) met: 4 July 2020

Revised outcome after condition(s) met:

Met

Condition one is met.

Community Practitioner Nurse Prescriber (V100)

Please indicate whether the V100 is an integrated or option element of the Specialist practice programme.

N/A

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)

N/A

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

N/A

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 as part of the education institution's mapping process at Gateway 3 confirming how the Standards for specialist education and practice (NMC, 2001) will be met.

Proposed transfer of current students to the programme under review

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

There are no students to transfer as SPQ DN is a new programme provided by UoP.

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

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

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

There are no students to transfer as SPQ DN is a new programme provided by UoP.

Programme standards - Standards for specialist education and practice

Recording the qualification of specialist practice

Standard 9: Entry requirements

- An entry on the relevant and appropriate part of the register
- Have completed a period of experience of sufficient length to have consolidated pre-registration outcomes and to have gained a deeper understanding in relevant professional practice.

Evidence provides assurance that the following is met

- **An entry on the relevant and appropriate part of the register**

No

Standard 9 is not met. The programme specification states registered nurse as an entry criteria and not registered nurse (adult). The programme team confirm applicants to the programme must be registered nurse (adult). Programme documentation must reflect appropriate entry criteria. (Condition two)

Evidence provides assurance that the following is met

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

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met

No

Entry requirements in the programme specification and all other documentation do not reflect the NMC requirements of registration as an adult nurse. (Condition two)

Outcome

Is the standard met?

Not Met

Entry requirements in the programme specification and all other documentation do not reflect the NMC requirements of registration as an adult nurse.

Condition two: The entry requirements in the programme specification and all other documentation be amended to reflect the NMC requirements of registration as an adult nurse. (SFNME R2.1; SPEP Standard 9)

Date: 31 May 2020

Post Event Review

Identify how the condition is met:

Condition two:

The school has provided programme specifications for standard entry and apprenticeship routes. These confirm that entrants must be a registered nurse (adult) and have a minimum of one-year post-registration experience.

Evidence:

PgDip District nursing programme specification (standard route), undated
PgDip District nursing programme specification (apprenticeship route), undated

Condition two is met.

Date condition(s) met: 4 July 2020

Revised outcome after condition(s) met:

Met

Condition two is met.

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

Evidence provides assurance that the following are met

- **No less than first degree level**

Yes

- **No less than 32 weeks**

Yes

- **50 percent theory and 50 percent practice**

Yes

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

The programme is offered part-time over two years and is a total of 45 weeks. The programme team provide a sample timetable for the two years which includes

directed study time as part of protected study time. The programme team have included practice within the timetable. The core modules entitled fundamentals of community nursing and contemporary leadership and management in community nursing account for one third of the programme. The remaining two thirds of the programme are advancing practice in context, advanced assessment for clinical practice and independent and supplementary non-medical prescribing.

• **A coherent programme of learning**

Met

The programme specification sets out programme structure ensuring learning is incremental. Year one modules include fundamentals of community nursing and advanced assessment for clinical practice. Year two modules build on this learning with contemporary leadership and management in community nursing and independent and supplementary non-medical prescribing. The programme team and PLPs confirm this is developed in partnership. The programme team confirm direct entry and apprenticeship students will study together. The programme handbook includes details of scheduled modules and teaching delivery. The practice supervisor and practice assessor are identified before the start of the programme by PLPs. Where necessary students will have a different practice assessor for the V300. The PAD is linked to fundamentals of community nursing and contemporary leadership and management in community nursing. The PAD includes processes for addressing issues arising within practice placement.

Students confirm their practice has changed as a result of undertaking the advanced assessment in clinical practice followed by the V300. Students discuss the value of inter-professional learning across programme modules and how learning is applied in their practice with increased confidence. Inter-professional learning takes place with a range of professions including paramedics, pharmacists, physiotherapists and podiatrists. Students feel well supported in practice and confirm they know how to raise concerns related to academic and practice aspects of their studies.

• **Flexible modes of delivery**

Met

The programme is offered part-time over two years and is a total of 45 weeks. The direct entry and apprenticeship programmes are run alongside each other with shared teaching. Documentary evidence provides detail of the school's teaching and learning strategy. A range of teaching and learning strategies are used including lecturers, seminars, learning sets, inter-professional learning, simulation, online learning and service user involvement. Students have access to the health education cooperative online non-medical prescribing programme distance learning package: Students confirm teaching is of a high quality and they value the

different approaches to teaching and learning. Practice learning takes place throughout the programme and the PAD supports the integration of theory and practice.

• Linked to higher education accreditation

Met

Documentary evidence confirms programme design is informed by the quality assurance agency (QAA, 2014) framework for higher education. All modules are at level seven and learning outcomes align with the framework.

• Credit for APL and APEL

Met

University and school accreditation of prior learning (APL) policy is capable of recognising prior learning (RPL) and the programme team confirm RPL can be used for up to 40 credits in the programme. Documentary evidence confirms students apply for RPL at the start of the programme or before the module starts. RPL evidence submitted is assessed. The decision is recorded and considered by subject assessment panels and award assessment boards. Students previously awarded the V300 must demonstrate competency for prescribing in district nursing throughout the programme.

Assurance is provided that the Standards framework for nursing and midwifery education relevant to curricula and assessment are met

Yes

Outcome

Is the standard met?

Met

Date: 31 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 11: Learning Outcomes

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

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

Standard 11 is met. Documentary evidence and discussion with the programme team confirms the programme addresses clinical nursing practice, care and programme management, clinical practice leadership and clinical practice development. Modules, descriptors, learning outcomes and assessments are mapped to the NMC (2001) SPEP SPQ DN, Queen's nursing institute and Queen's nursing institute Scotland (2015) voluntary Standards for district nurse education and practice. The apprenticeship route is also mapped to the IfA apprenticeship standard district nurse (2019).

The V300 is in approval since August 2019 and meets the requirements of the NMC (2018) Standards for prescribing programmes. Guidance on practice supervisor and practice assessor roles is set out in the PAD for the programme. Requirements for the practice assessor of the V300 are provided. Where

necessary students will have a different practice assessor for the V300. Documentary evidence, the programme team and PLPs confirm preparation for SSSA roles is underway. The programme team confirm practice assessors and practice supervisors will be involved in the programme committee. Practice assessors are involved in educational audit of practice areas and student evaluations.

The PAD assesses these four components: clinical nursing practice, care and programme management, clinical practice leadership and clinical practice development. The PAD includes details for addressing issues that arise in practice. If required, an action plan is agreed in partnership with the student by the practice assessor and academic assessor. If needed PLPs and where appropriate, employer PLPs, are involved if an extension to the programme is required for a student.

Outcome

Is the standard met?

Met

Date: 31 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 12: Content of education for common core

- Content

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

Standard 12 is met. Module records provide an overview of content, learning outcomes, teaching and learning strategies and assessment. Module descriptors, learning outcomes and assessments are mapped to the NMC (2001) SPEP SPQ DN, Queen's nursing institute and Queen's nursing institute Scotland (2015) voluntary standards for district nurse education and practice. The programme team confirm assessments for common core modules will be applied to district nursing practice. The focus on digital professionalism including opportunities for using twitter and other social media platforms are a strength of the programme.

Outcome

Is the standard met?

Met

Date: 31 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Core Standards 13: Common Core Learning Outcomes

- Clinical nursing practice
- Care and programme management

- Clinical practice leadership
- Clinical practice development

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

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

Met

Standard 13 is met. Documentary evidence and discussion with the programme team confirms the programme addresses clinical nursing practice, care and programme management, clinical practice leadership and clinical practice development. Modules and assessments are mapped to the NMC (2001) SPEP SPQ DN, Queen's nursing institute and Queen's nursing institute Scotland (2015) voluntary standards for district nurse education and practice and IfA apprenticeship standard district nurse (2019). The PAD assesses these four components, clinical nursing practice, care and programme management, clinical practice leadership and clinical practice development.

Outcome

Is the standard met?

Met

Date: 31 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Programme specific standards

- Standards for entry

Evidence provides assurance that the standards for entry are met:

Yes

Outcome

Is the standard met?

Met

Date: 31 May 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Programme specific standards

Specific learning outcomes

- Clinical nursing practice
- Care and programme management

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**

Not Met

Programme specific standards are mapped across the programme. The PAD is mapped against the NMC (2001) SPEP SPQ DN and includes feedback from SUC. The programme team confirm how the PAD links to the two community nursing modules. We discussed with the programme team and PLPs the frequency of formal meetings between the student and practice assessor. The expectation is six meetings between practice assessor, academic assessor and student over the course of the programme. The apprenticeship route requires tripartite reviews involving the academic assessor, employer and student every 12 weeks. The programme specification sets out that the programme is 50 percent theory and 50 percent practice. However, the length of the programme in terms of the number of practice hours required to meet the 50/50 practice/theory split is not consistently stated in the PAD. (Condition three)

Assurance is provided that the Standards framework for nursing and midwifery education relevant to curricula and assessment are met

No

The programme specification sets out that the programme is 50 percent theory and 50 percent practice. However, the length of the programme in terms of the number of practice hours required to meet the 50/50 practice/theory split is not consistently stated in the PAD. (Condition three)

Outcome

Is the standard met?

Not Met

The programme specification sets out that the programme is 50 percent theory and 50 percent practice. However, the length of the programme in terms of the number of practice hours required to meet the 50/50 practice/theory split is not consistently stated in the PAD.

Condition three: The PAD requires amendment to reflect the number of interviews with the practice assessor, the minimum number of meetings with the practice supervisor and the number of practice hours required to ensure the 50/50 theory practice split across the programme. (SFNME R4.11, R5.7)

Date: 31 May 2020

Post Event Review

Identify how the condition is met:

Condition three:

The school has provided a PAD indicating the minimum number of interviews between student, practice supervisor and practice assessor. The PAD specifies a requirement for a minimum of 844 practice hours which reflects a 50/50 theory and practice split for the 45-week programme.

Evidence:

PAD handbook, undated

Condition three is met.

Date condition(s) met: 4 July 2020

Revised outcome after condition(s) met:

Met

Condition three is met.

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

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

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

Not Met

The documentation submitted in gateway three identified that only one member of staff holds the SPQ DN. This gives rise to concern regarding capacity to support all students on the programme with an academic assessor or to mitigate against sickness. Discussion with the programme team and senior managers within the school confirms that additional resource is being explored. This includes the potential for a joint appointment with PLPs. From discussion with the PLPs and employer partners it is evident they support the programme team and the programme. The AEI is to provide written evidence from each of the PLPs (standard route) and employer partners (apprenticeship route) to support the programme intentions. (Condition one)

Assurance is provided that the Standards framework for nursing and midwifery education relevant to supervision and assessment are met

No

There's no written evidence through appropriate PLAs to support programme intentions. (Condition one)

Assurance is provided that Gateway 2: Standards for student supervision and assessment are met

Yes

Outcome

Is the standard met?

Not Met

There's no written evidence through appropriate PLAs to support programme

intentions.

Condition one: The AEI to provide written evidence from each of the PLPs (standard route) and employer partners (apprenticeship route) to support the programme intentions. (SFNME R2.1, R2.5, R2.14)

Date: 31 May 2020

Post Event Review

Identify how the condition is met:

Condition one:

The school has provided signed PLAs for each PLP and employer PLP.

Evidence:

PLA with UoP and Torbay and South Devon NHS Foundation Trust, 26 January 2016

PLA with UoP and Livewell (Plymouth community healthcare), 29 April 2016

PLA with UoP and Northern Devon Healthcare NHS Trust, 10 February 2012

PLA with UoP and Cornwall partnership NHS Foundation Trust, 30 April 2018

Condition one is met.

Date condition(s) met: 4 July 2020

Revised outcome after condition(s) met:

Met

Condition one is met.

Section four

Source 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	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Please specify field/route Specialist practitioner – district nursing with integrated independent and supplementary nurse prescribing	
Student facing documentation including: programme handbook	Yes
Please specify field/route Specialist practitioner – district nursing with integrated independent and supplementary nurse prescribing	
Practice assessment documentation (PAD)	Yes
Practice placement handbook:	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018) at programme level	No
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	No
List additional documentation: Post visit evidence: PLA with UoP and Torbay and South Devon NHS Foundation Trust, 26 January 2016 PLA with UoP and Livewell (Plymouth community healthcare), 29 April 2016 PLA with UoP and Northern Devon Healthcare NHS Trust, 10 February 2012 PLA with UoP and Cornwall partnership NHS Foundation Trust, 30 April 2018 PgDip District nursing programme specification (standard route), undated PgDip District nursing programme specification (degree apprenticeship route), undated PAD handbook, undated	

If you stated no above, please provide the reason and mitigation
Written confirmation from PLPs and employer partners is required as a condition of approval (condition one).

Additional comments:

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: The programme is not currently running. Meeting with students on the MSc advanced professional practice (clinical practitioner) programme 2017: one student 2018: two students 2019: one student	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning/Virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation Not required for this visit.	
Additional comments:	

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

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	Julie Bliss	Date	31 May 2020
Checked by	Monica Murphy	Date	8 July 2020
Submitted by	Lucy Percival	Date	17 July 2020
Approved by	Leeann Greer	Date	21 July 2020