Programme approval report

Section one

Programme provider name:	Queen's University Belfast
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Belfast Health and Social Care Trust Northern Health and Social Care Trust South Eastern Health and Social Care Trust Southern Health and Social Care Trust Western Health and Social Care Trust
Programme reviewed:	**Select the specialist practitioner programme(s) to be reviewed:** 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 ☐ 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 ☐

Title of programme:	BSc (Hons) Specialist Practice in Nursing - Anaesthetic Nursing BSc (Hons) Specialist Practice in Nursing – Cardiology Nursing BSc (Hons) Specialist Practice in Nursing – Dermatology Nursing BSc (Hons) Specialist Practice in Nursing – Nursing Care of the Older Person BSc (Hons) Specialist Practice in Nursing - Respiratory Nursing BSc (Hons) Specialist Practice in Nursing – Tissue Viability Nursing BSc (Hons) Specialist Practice in Nursing – Cancer-Oncology Nursing Graduate Diploma Specialist Practice in Nursing - Anaesthetic Nursing Graduate Diploma Specialist Practice in Nursing – Cardiology Nursing Graduate Diploma Specialist Practice in Nursing – Dermatology Nursing Graduate Diploma Specialist Practice in Nursing – Nursing Care of the Older Person Graduate Diploma Specialist Practice in Nursing - Respiratory Nursing Graduate Diploma Specialist Practice in Nursing – Tissue Viability Nursing Graduate Diploma Specialist Practice in Nursing – Cancer-Oncology Nursing Postgraduate Diploma Specialist Practice in Nursing - Anaesthetic Nursing Postgraduate Diploma Specialist Practice in Nursing – Cardiology Nursing Postgraduate Diploma Specialist Practice in Nursing – Dermatology Nursing Postgraduate Diploma Specialist Practice in Nursing – Nursing Care of the Older Person Postgraduate Diploma Specialist Practice in Nursing - Respiratory Nursing Postgraduate Diploma Specialist Practice in Nursing – Tissue Viability Nursing

	Postgraduate Diploma Specialist Practice in Nursing – Cancer-Oncology Nursing
Academic levels:	
Specialist practitioner **-** District nursing with integrated V100 nurse prescribing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Specialist practitioner **-** District nursing with integrated V300 nurse prescribing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Specialist practitioner **-** adult nursing	England, Wales, Northern Ireland ☒ Level 6 ☒ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Specialist practitioner - mental health	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Specialist practitioner **-** child	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11

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Specialist practitioner - learning disabilities	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Specialist practitioner - general practice nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Specialist practitioner - community mental health nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Specialist practitioner - community children's nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Specialist practitioner - community learning disabilities nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Specialist practitioner - occupational health nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11

Specialist practitioner - school nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Specialist practitioner **-** District nursing with integrated V300 nurse prescribing apprenticeship	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Date of approval visit:	27 November 2020
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 Specialist practitioner - community mental health nursing Specialist practitioner **-** community children's nursing Specialist practitioner - community learning disabilities nursing	20 September 2021

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Specialist practitioner **-** occupational health nursing Specialist practitioner - school nursing **Apprenticeship route** Specialist practitioner **-** District nursing with integrated V300 nurse prescribing apprenticeship	
QA visitor(s):	Registrant Visitor: Julie Bliss

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Section two

Summary of review and findings

Queen's University Belfast (QUB) is an approved education institution (AEI). The school of nursing and midwifery (the school) present the specialist practitioner qualification adult nursing (SPQ adult) with seven pathways; anaesthetic nursing, cardiology nursing, cancer-oncology nursing, dermatology, nursing care of the older person, respiratory nursing and tissue viability nursing. The programme is offered as a BSc (Hons), graduate diploma or postgraduate diploma part-time over two years. The school is part of the faculty of medicine, health and life sciences (FMHLS).

Programme development has been informed by the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018). The Standards for student supervision and assessment (SSSA) (NMC, 2018) are adopted. The programme is mapped to the Standards for specialist education and practice (SSEP) (NMC, 2001). Documentary evidence and discussion at the approval visit shows that the programme is developed and delivered in co-production with practice learning partners (PLPs), students and service users and carers (SUCs).

There's evidence of a commitment to effective partnership working within the school. Documentary evidence and discussion at the approval visit shows effective partnership working with PLPs, students and SUCs. The Northern Ireland practice assessment document specialist practice qualification (NIPADSPQ) is guided by the SFNME, SSSA and SSEP. The NIPADSPQ has a generic format. Each pathway has its own competencies and key indicators.

The programme has three core 20 credit modules and three specific 20 credit modules for each pathway. The programme uses a mixture of inquiry-based learning (IBL) practice-based scenarios and blended learning and a range of assessments including course work and theoretical and practical examinations.

The school has a process in place to assure and support student learning where there are concerns with practice quality and safety, working in partnership with the organisations concerned. Senior members of the school are also invited by PLPs to participate in relevant governance reviews.

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

This visit is undertaken remotely during the COVID-19 pandemic.

The programme is recommended for approval subject to two NMC conditions.

Updated 20 January 2021:

Evidence is provided that the changes required to meet the NMC conditions have been made.

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 to the NMC for approval Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** Condition one: The AEI must identify a process that includes SUCs in the selection and recruitment process. (SFNME R2.7) **Practice learning:** Condition two: The practice supervisor and practice assessor handbook must be updated to reflect the SSSA, in particular the role of academic assessor. (SSSA R7.9, R9.6)

	Assessment, fitness for practice and award: None identified. **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	15 January 2021
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

Commentary post review of evidence against conditions:

Assurance has been provided that the conditions have been met.

Condition one is met. SUC feedback on applicants will be included in the recruitment and selection process for the programme. The feedback will be considered by the PLPs and programme team.

Condition two is met. The practice supervisor and practice assessor handbook has been updated to reflect the SSSA and in particular the role of the academic assessor.

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	

Final recommendation made to NMC:	Programme is recommended to the NMC for approval ⊠
	Recommended to refuse approval of the programme ☐
Date condition(s) met:	20 January 2021

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards for specialist education and practice* (NMC, 2001) *Standards framework for nursing and midwifery education* (NMC, 2018) *Standards for student supervision and assessment* (NMC, 2018) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2020)

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working

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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

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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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

There's clear evidence of a commitment to effective partnership working between the school, students, SUCs and PLPs. Documentary evidence and discussion at the approval visit confirms that governance structures and staff resources support effective partnership working with key stakeholders. The programme is commissioned by health and social care trusts (HSCTs) based on workforce projections and with a focus on SUCs and service improvement. There's documentary evidence of consultation with PLPs, SUCs and students during the development of the programme. SUCs aren't currently involved in the recruitment and selection for the programme (Condition one). The programme team are exploring how SUCs will be involved in recruitment and selection.

Documentary evidence and discussion at the approval visit with students, PLPs and the programme team confirms that students are signposted to a range of services to support their academic and personal development. This includes a range of QUB services, for example pastoral support, health and safety, equality and diversity training and academic literacy workshops. The FMHLS education strategy includes interprofessional education. Interprofessional education is evident in the programme and this is confirmed by the students at the approval visit; they spend time with other health and social care professionals as part of the NIPADSPQ. This is in addition to the module delivery. Examples include the oncology conference and the anaesthetic simulation activity.

The curricula vitae of staff confirm that the programme leader holds the SPQ qualification and the team have the expertise required to lead the pathways.

Documentary evidence and discussion at the approval visit confirms a partnership approach to the preparation of practice assessors and practice supervisors to ensure they meet the requirements of the SSSA and are prepared to support the students. The requirement for protected learning time in practice is clearly set out. The students tell us that the programme team work in partnership with employers to ensure that protected time is achieved. The programme is 50 percent theory and 50 percent practice. Practice is assessed using the NIPADSPQ which is underpinned by the SSSA. The NIPADSPQ is used to record ongoing achievement across the two-year programme. It ensures the opportunity for SUCs to feedback on student performance in the practice learning environment and includes formative and summative assessment throughout the programme. Summative assessment is undertaken by practice assessors and academic assessors. The practice supervisor and practice assessor handbook reflect the

SSSA, however there's no clear information regarding the role of academic assessor (Condition two).

Guidance is provided for raising concerns about care delivery and student performance.

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** ☒

SUCs aren't currently involved in the recruitment and selection of students for the programme.

Condition one: The AEI must identify a process that includes SUCs in the selection and recruitment process. (SFNME R2.7)

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** ☒

The practice supervisor and practice assessor handbook lack clear information regarding the role of academic assessor.

Condition two: The practice supervisor and practice assessor handbook must be updated to reflect the SSSA, in particular the role of academic assessor. (SSSA R7.9, R9.6)

Post event review

Identify how the condition(s) is met:

Condition one: SUC feedback on applicants will be included in the recruitment and selection process for the programme. This will be considered by the PLPs and programme team.

Evidence:
QUB response to condition one, undated
Final SUC flow chart, undated
Final SUC feedback form SPQ recruitment, undated
Specialist practice application forms including service user, undated

Condition one is met.

Condition two: The practice supervisor and practice assessor handbook has been updated to reflect the SSSA and in particular the role of the academic assessor.

Evidence:
QUB response to condition two, undated
Practice supervisor and practice assessor handbook, undated

Condition two is met.

Date condition(s) met: 20 January 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 included in this programme.

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

Yes ☐   **No** ☒

The V100 isn't included in this programme.

OR
If V100 is approved against *Standards for prescribing programmes* and *Standards of proficiency for nurse and midwife prescriber* provide the date it was approved:

Independent and Supplementary Prescribing (V300)

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

Optional ☐   **Integrated** ☐   **N/A** ☒

The V300 isn't included in this programme.

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** ☒

The V300 isn't included in this programme.

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:

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.

Students who've started the current programme won't transfer to the programme under review. The exception to this is students who interrupt their studies to return later. Documentary evidence confirms that this will be explained to the student at the point of interruption. Students who interrupt are required to confirm that they understand they'll return to the proposed programme. The outgoing programme is mapped to the SSEP.

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

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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 <u>evaluative summary</u> to confirm how the transfer to the *Standards for student supervision and assessment (SSSA)* will be met. All students in Northern Ireland have transferred to the SSSA following the NMC emergency standards for nursing and midwifery education. Documentary evidence and discussion at the approval visit confirm that PLPs, students and faculty staff are prepared for and implementing the SSSA.

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.
Findings against the standard and requirements
Evidence provides assurance that the following is met: • An entry on the relevant and appropriate part of the register **Yes** ☒   **No** ☐ • 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** ☒   **No** ☐
Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met

	Yes ☒ **No** ☐
Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 27 November 2020	
Post event review	
Identify how the condition(s) is met N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐ N/A	

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** ☒   **No** ☐

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- No less than 32 weeks

  Yes ☒   **No** ☐

- 50 percent theory and 50 percent practice

  Yes ☒   **No** ☐

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

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

MET ☒   **NOT MET** ☐

The programme has been developed in response to local requirements, stakeholder consultation and student evaluation and is delivered part-time over two years. The delivery of modules reflects the school's experience of blended teaching and learning strategies. The combination of core and specific modules at academic levels six and seven ensure that students experience an appropriate range of learning incorporating the development of specialist practice for each pathway.

Three core and three pathway specific modules are undertaken at academic levels six or seven. The core modules, enhanced person-centred care, leading in health and social care and research and development in clinical practice (level six) or applied research methods and statistics (level seven), are mapped to the SSEP for SPQ adult. The pathway specific modules are also mapped to the SSEP for SPQ adult, for example health and wellbeing in later life, nursing care of older people and frailty, rehabilitation and enablement in the nursing care of the older person pathway.

Students' practice learning experiences are supported by practice assessors and practice supervisors. The student must be scheduled to work a minimum of 75 days practice in the appropriate area supervised by a practice supervisor/practice assessor. This is documented and assessed in the NIPADSPQ.

- A coherent programme of learning

MET ☒   **NOT MET** ☐

Documentary evidence and discussion at the approval visit confirms students must meet all NMC requirements for specialist practice in order to practice as a specialist practice adult nurse. The programme structure ensures the requirements of SPQ adult are met. There's a coherent programme structure using blended learning, teaching and assessment strategies to ensure effective theory links to practice. Students and SUCs confirm that the SUCs are involved in the teaching delivery; students report that this is very important as it gives an opportunity to think about the experience of healthcare from the perspective of SUCs.

Evidence of reflection on progression towards achievement of practice learning is recorded in the NIPADSPQ. The NIPADSPQ is comprehensively mapped to the SSEP. Students provide a range of evidence to demonstrate outcomes. These include professional and ethical values, communication and relationship management for optimising outcomes for people and their families/carers, health education, leading and coordinating specialist care episodes, reflective practice, care documentation, leadership for practice development and SUC feedback.

Practice learning is recorded and monitored at tripartite meetings. Practice assessors are responsible for the assessment of practice; academic assessors verify the achievement of proficiencies at the final summative tripartite meeting. Documentary evidence confirms that the programme is 50 percent theory and 50 percent practice.

Student and practice assessor facing documentation clearly details the process if there's concerns about student progression. Performance is monitored and recorded by practice assessors, practice supervisors and academic assessors in the NIPADSPQ. Documentary evidence confirms that the practice learning environment is audited using the practice learning environment educational audit tool.

- Flexible modes of delivery

MET ☒ **NOT MET** ☐

The programme is offered part-time over two years. Learning and teaching is delivered using IBL, practice-based scenarios and blended learning, this supports the flexible approach of the programme.

- Linked to higher education accreditation

MET ☒ **NOT MET** ☐

The programme is delivered at academic level six and level seven. There's extensive mapping of the module learning outcomes to the programme outcomes and to the assessment strategy.

- Credit for APL and APEL

MET ☒ **NOT MET** ☐

Documentary evidence confirms that students on all programmes under review can apply recognition of prior learning (RPL). RPL claims are subject to external examiner scrutiny.

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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: 27 November 2020	

Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s): N/A	
Revised outcome after condition(s) met:	**MET** ☐ **NOT MET** ☐
N/A	

Fall Back Award
Standards framework for nursing and midwifery education, specifically R2.11, R2.20

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** ☐ **NO** ☐ **N/A** ☒ There's no fall back exit award with registration as a specialist practitioner.
Assurance is provided that the *Standards framework for nursing and midwifery education relevant* to the qualification to be awarded are met

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	YES ☒ NO ☐
Outcome	
Is the standard met?	**MET ☒ NOT MET ☐**
Date: 27 November 2020	
Post event review	
Identify how the condition(s) is met N/A	
Date condition(s): N/A	
Revised outcome after condition(s) met:	**MET ☐ NOT MET ☐**
N/A	

Standard 11: Learning Outcomes
• Clinical nursing practice   • Care and programme management   • Clinical practice leadership   • Clinical practice development
Findings against the standard and requirements

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Provide an <u>evaluative summary</u> 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** ☐

Documentary evidence and discussion at the approval visit confirms that the programme addresses clinical nursing practice, care and programme management, clinical practice leadership and clinical practice development. PLPs confirm that they're involved in the programme development and ongoing delivery of the programme to ensure it meets the needs of practice. Module descriptors, learning outcomes and assessments are mapped to the SSEP. The programme has adopted the SSSA.

Guidance on practice supervisor and practice assessor roles are detailed in the practice supervisor/practice assessor handbook and the NIPADSPQ. Documentary evidence confirms that preparation for the SSSA roles is underway. Educational audit is completed for each practice learning environment to confirm that facilities and resources are available and appropriate to support student practice learning.

Student and practice assessor facing documentation details how academic assessors support the assessment process. In partnership with the practice assessor the academic assessors monitor student progression towards achievement. They confirm agreement that students have achieved the programme outcomes and record this in the NIPADSPQ. The NIPADSPQ assesses clinical nursing practice, care and programme management, clinical practice leadership and clinical practice development and is mapped to the SSEP. The NIPADSPQ includes feedback from SUCs. Following the initial meeting between the students and the practice supervisor and practice assessor there's a requirement for ongoing formative assessments and scheduled interim summative assessments to provide feedback in a timely manner. The NIPADSPQ 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. PLPs confirm the responsiveness of the programme team if a concern is raised by the practice assessor. The PLPs also reported that the programme team liaise with PLPs if a student is struggling personally or with the theoretical content

and offer support to the student and PLP to meet the individual needs of the student.

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 27 November 2020	
Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s): N/A	
Revised outcome after condition(s) met: **MET** ☐ **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** ☐   Module proformas provide detail on content, learning outcomes, teaching and learning strategies and assessment. Module descriptors, learning outcomes and assessments are mapped against the content of education for common core outcomes. Documentary evidence and discussion at the approval visit confirm that module assessments are applied to SPQ adult for each pathway.

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐   **Date:** 27 November 2020

Post event review
Identify how the condition(s) is met: N/A
Date condition(s):   N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐   N/A

Core Standards 13: Common Core Learning Outcomes
• Clinical nursing practice   • Care and programme management   • Clinical practice leadership   • Clinical practice development
Findings against the standards and requirements

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Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the common core learning outcomes below are met or not met • Clinical nursing practice • Care and programme management • Clinical practice leadership • Clinical practice development   **MET** ☒ **NOT MET** ☐ Documentary evidence and discussion at the approval visit confirms the programme addresses clinical nursing practice, care and programme management, clinical practice leadership and clinical practice development. PLPs confirm that they're involved in the programme development and ongoing delivery of the programme to ensure it meets the needs of practice. Modules and assessments are mapped to the SSEP. The programme learning outcomes and assessments are designed to ensure students develop skills to provide contemporary, specialist technical care to individuals, families and carers. The programme prepares them to lead teams of registered nurses and support staff delivering specialist nursing practice for each pathway. Students tell us that the programme is increasing their confidence and has an impact on the way that they work. Some students gain promotion upon completion of the programme.

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 27 November 2020	

Post event review
Identify how the condition(s) is met: N/A
Date condition(s): N/A

Revised outcome after condition(s) met:	**MET** ☐ **NOT MET** ☐
N/A	

Programme specific standards
• Standards for entry

Findings against the standards and requirements
Evidence provides assurance that the standards for entry are met: Yes ☒   No ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 27 November 2020		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s): N/A		
Revised outcome after condition(s) met:	**MET** ☐	**NOT MET** ☐
N/A		

Programme specific standards
Specific learning outcomes • 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** ☐ This section is not applicable as there are no programme specific standards for SPQ adult.
Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met **YES** ☒ **NO** ☐ This section is not applicable as there are no programme specific standards for SPQ adult.

Outcome
Is the standard met?   **MET** ☒ **NOT MET** ☐ This section is not applicable as there are no programme specific standards for SPQ adult. **Date:** 27 November 2020

Post event review
Identify how the condition(s) is met: N/A
Date condition(s): N/A
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐ N/A

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

Nursing & Midwifery Council

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

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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	☒	☐
Programme specification(s)	☒	☐
Module descriptors	☒	☐
Student facing documentation including programme handbook	☒	☐
Practice assessment documentation (PAD)	☒	☐
Practice placement handbook:	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☐	☒
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) at programme level (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for specialist education and practice (NMC, 2001)* (Gateway 3)	☒	☐
Curricula vitae for relevant staff	☒	☐
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	☒	☐

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒

If you stated no above, please provide the reason and mitigation:
The absence of specific information related to academic assessors is subject to a condition. (Condition two)
There are no apprenticeship routes within this programme proposal and therefore no need for written placement agreements from employer partners.

List additional documentation:
Steering group meeting minutes, 17 June 2020
Anaesthetic pathway curriculum meeting minutes, 29 June 2020
Post visit documentation:
QUB response to condition one, undated
Final SUC flow chart, undated
Final SUC feedback form SPQ recruitment, undated
Specialist practice application forms including service user, undated
QUB response to condition two, undated
Practice supervisor and practice assessor handbook, 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	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: 2019 intake PG Dip oncology x one 2019 intake PG Dip older person x one		

2017 intake Grad Dip oncology (completed June 2019) x one
2018 intake Grad Dip anaesthetic x one
2018 intake Grad Dip anaesthetic (completed August 2020) x one
2018 intake Grad Dip older person (completed August 2020) x one
2018 intake PG Dip tissue viability x one
2018 intake BSc respiratory x one

Service users and carers	☒	☐
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)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If yes, state where visited/findings:		
If you stated no above, please provide the reason and mitigation This is an AEI and visits to facilities weren't needed.		
Additional comments: The educational audit tool was included in gateway three evidence.		

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Issue record			
Final Report			
Author(s):	Julie Bliss	Date:	8 December 2020
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Submitted by:	Amy Young	Date:	4 February 2021
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