

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	Keele University
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Midlands Partnership Foundation NHS Trust
<b>Programme(s) reviewed:</b>	
<p>Programme: Specialist Practitioner - District Nursing with integrated Independent and Supplementary Nurse Prescribing            Title of programme: BSc (Hons) Specialist Community Nursing (District Nursing); PGDip Specialist Community Nursing (District Nursing)            Programme start date: 28 September 2020</p> <p>Academic level(s):            England, Wales, Northern Ireland:            Level 6            Level 7</p> <p>Programme: Specialist Practitioner - District Nursing with integrated Independent and Supplementary Nurse Prescribing (apprenticeship)            Title of programme: PGDip Specialist Community Nursing (District Nursing)            Programme start date: 28 September 2020</p> <p>Academic level(s):            England, Wales, Northern Ireland:            Level 7</p>	
<b>Date of approval</b>	6 May 2020
<b>QA visitor(s):</b>	Registrant Visitor: Bernadette Martin

**Section two**

**Summary of review and findings**

Keele University (KU) is an established approved education institution (AEI); the school of nursing and midwifery (the school) in the faculty of medicine and health sciences (the faculty) present the postgraduate diploma and BSc (Hons) specialist community nursing district nursing (SPQ DN) programme for approval.

The programme is delivered full-time over 52 weeks and part-time over 104 weeks. A two-year non-integrated apprenticeship route is offered at academic level seven. All routes require employer sponsorship, and protected learning time is agreed at application. In line with the increasingly complex nature of delivery of care in the community, employers require district nurses to work and prescribe at an advanced level of practice. The independent and supplementary nurse and midwife prescribing (V300) is integrated in the proposed programme. The V300 programme is in approval since 3 September 2019 (Standards for prescribing programmes, NMC, 2018). The V100 community practitioner nurse prescriber award will not be delivered as an integrated part of the programme. The Midlands Partnership Foundation NHS Trust (MPFT) confirm the V100 doesn't meet the requirements for their district nursing service. V300 is required within the apprenticeship route. Documentary evidence and the approval visit confirm that students will continue to have exposure to, and learning associated with, V100 prescribing.

Programme documentation and the approval process confirm robust and effective partnership working at strategic and operational levels between KU and MPFT. The programme has been developed in partnership with MPFT, students and service users and carers. It's been designed to meet the Standards for specialist education and practice (NMC, 2001) and the Queen's Nursing Institute (QNI) and the Queen's Nursing Institute Scotland (QNIS) (2015) voluntary standards for DN.

All key stakeholders tell us there's commendable engagement with the programme team in the co-production of the programme.

This programme approval was undertaken via remote means due to the Covid-19 pandemic.

Arrangements at programme level meet the Standards framework for nursing and midwifery education (SFNME). Arrangements at programme level meet the Standards for student supervision and assessment (SSSA).

The programme is recommended for approval subject to one university condition.

Updated 22 May 2020:

The university confirm the university condition is met. Evidence is provided to meet the university condition. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met
<b>Conditions:</b>  <i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i> <i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b> None identified</p> <p><b>Selection, admission and progression:</b> None identified</p> <p><b>Practice learning:</b> None identified</p> <p><b>Assessment, fitness for practice and award:</b> None identified</p> <p><b>Education governance: management and quality assurance:</b> Condition one: The programme team must complete the amendments to the programme documentation as requested by quality assurance. (University condition)</p>
<b>Date condition(s) to be met:</b>	3 June 2020
<b>Recommendations to enhance the programme delivery:</b>	None identified
<b>Focused areas for future monitoring:</b>	None identified

Programme is recommended for approval subject to specific conditions being met	
<p><b>Commentary post review of evidence against conditions:</b></p> <p>Revised programme documentation provides evidence that the university condition is met.</p> <p>Revised programme specifications meet the university quality assurance requirements. The chair of the approval panel confirmed the condition is met.</p> <p>The university condition is met.</p>	
<b>AEI Observations</b>	<p><b>Observations have been made by the education institution</b></p> <p>Yes</p>
<b>Summary of observations made, if applicable</b>	<p>The event was very supportive and positive particularly as this was an online event.</p>
<b>Final recommendation made to NMC:</b>	<p>Programme is recommended to the NMC for approval</p>
<b>Date condition(s) met:</b>	<p>22 May 2020</p>

### **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> <p><u>QA Handbook (September 2018 updated July 2019)</u></p>

## 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 evidence of robust and effective partnership working between the school and key stakeholders. The programme team and representative stakeholders tell us the design and proposed delivery of the programme meets the Standards for specialist education and practice and the SSSA.

Documentary evidence and the approval process confirms extensive consultation with students, service users and carers and practice learning partners (PLPs) is undertaken. PLPs tell us they've actively contributed to programme consultation through attendance at specific consultation events and programme award meetings. All stakeholders confirm their involvement in the co-production of the programme. PLPs tell us they're committed to ensure district nurses are fully prepared for advanced practice and the importance of the inclusion of the V300 prescribing qualification in the programme. They tell us the proposed programme with an integrated V300 award and an advanced health assessment skills component meets their service need. Service leads confirm that a V100 qualification doesn't meet the needs of the service. They fully support the inclusion of the V300 as an integrated part of the programme. PLPs and the programme team tell us the programme design meets the requirements for district nurses to address physical and mental health needs and to provide person centred care. PLPs tell us they require a DN workforce who are fit for purpose and who can deliver care at an advanced practice level.

Senior faculty and school team leads tell us how KU work in partnership at strategic and programme levels with PLPs. The head of school tells us there's formal strategic workforce development meetings with PLPs which inform the management of practice learning environments and academic and practice learning staff. Executive faculty level partnership working is evidenced by their involvement with PLPs. The dean of the faculty tells us senior members of the faculty are actively involved with NHS partners for example, in non-executive director and consultancy roles. They describe a commitment to continually improving partnership working through the 'Keele deal three', a project which focuses on ensuring partnership working across health and social care. Students, service users and carers, PLPs including practice assessors and practice supervisors confirm attendance at programme level award management meetings on three occasions during the academic year and at annual programme review meetings.

There's documentary evidence of effective strategic and operational partnership working to ensure a robust implementation and operationalising of the SSSA. The

senior school team tell us that since 2018 they've engaged in a SSSA remodelling group to ensure there's parity and alignment in the implementation of the SSSA. A regional approach is agreed. A series of strategic and operational NHS trust meetings include ensuring the quality of practice learning environments is maintained and monitored. The dean of faculty tells us currently there's weekly partnership meetings in light of the Covid-19 pandemic. PLPs confirm there's effective partnership working with the programme team to prepare practice assessors and practice supervisors to ensure students are supported. PLPs commend the programme team for their responsive and co-production approach to developing a flexible programme which meets service need.

Documentary evidence and the approval visit confirms service user and carer involvement in the development and delivery of the programme. The programme team consulted with MPFT and KU service user and carer groups and generated feedback on the knowledge and skills they required from district nurses. Service user and carer representatives tell us their contribution to the development of the programme is actively encouraged by the programme team. They tell us how they influence programme development, identifying specific skills they view as important. There's agreement with the inclusion of V300; they tell us district nurses should prescribe a wider range of medicines. One service user and carer representative who's a retired district nurse tells us they're confident in how the programme prepares students for practice. Service users and carers confirm they're supported by the programme team and receive guidance and feedback from them.

Documentary evidence and the approval process confirms service users and carers are integral to the delivery of the programme. A KU user and carer involvement group ensures there's ongoing strategic service user and carer involvement across the school and the faculty. The school service user and carer representative describes the involvement of service users and carers at faculty, school and programme levels. They're involved in student open days, and understand the importance of service user and carer involvement in the patient journey across all programmes. Service users and carers provide feedback on prescribing skills and support the objective structured clinical examination (OSCE) in the V300 and clinical assessment skills modules. The school have developed a series of community story books focusing on service users' and carers' stories which students have direct access to. Service user and carer perspectives are timetabled sessions. Students confirm the inclusion and effectiveness of their involvement and the positive impact on their learning.

There's documentary evidence confirming the student voice is captured through programme and practice evaluation. Formal student evaluation is undertaken, the outcome of actions is reported through the university quality assurance process where actions required are implemented and reviewed. At programme level student representatives attend the annual programme review. A student voice committee ensures students are represented. Students tell us they're supported to share their views; they're part of the university community. They understand the



process for raising concerns which is clearly detailed in student facing documentation. Students tell us the programme team act on issues promptly and feedback on any actions taken in a timely way. In the practice learning environment they're supported by a practice learning team. A tripartite approach ensures the opportunity to reflect on practice learning. Students confirm they've contributed to the development of the programme. They tell us their feedback influenced the proposed programme assessment strategy. They welcome the opportunity to support future students in a challenging programme. Students commend the team for the support they provide and, whilst they acknowledge the challenges of the programme, they're confident it's prepared them for practice. One previous student tells us they support the inclusion of V300; they undertook this award on completion of the programme in response to urgent service need. Students acknowledge the challenge of undertaking V300 in the proposed programme whilst recognising the need for an advanced DN practitioner. PLPs tell us the implications of supporting district nurses to undertake the V300 after completion of the SPQ DN award impacts on service capacity. PLPs and students tell us V100 prescribing is not fit for purpose in contemporary DN practice. They tell us products from the nurse prescribers' formulary are included in dressing stock initiatives removing the need to prescribe dressing products.

**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,**

**Met**

**Gateway two: Standards for student supervision and assessment**

**Met**

**If not met, state reason**

**Post Event Review**

**Identify how the condition is met:**

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) met:**

### Community Practitioner Nurse Prescriber (V100)

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

***Not applicable***

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)

***Not applicable***  
**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

***Not applicable***

### 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.**

Current students have interrupted their studies due to Covid-19. No date is agreed

for a return to studies. The programme team and PLPs confirm that a partnership approach ensures the situation is being continually monitored. Students tell us they are supported by their employer, and the programme team maintain contact with them. Students will complete the current programme.

### 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.**

Students on the current programme will transfer to the SSSA at the point they return to their studies. PLPs tell us current practice teachers and sign-off mentors have undertaken organisational practice assessor and practice supervisor training. Programme specific preparation is in place to ensure practice assessors and practice supervisors can support students on recommencement of the programme. Current students and practice assessors tell us there're fully informed about the transfer to the SSSA. Practice assessors confirm there's programme specific preparation workshops delivered by the programme team.

## 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**

**Yes**

*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**

**Yes**

**Outcome**

**Is the standard met?**

***Met***

**Date: 6 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 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 has been developed in response to stakeholder consultation and student evaluation. The combination of core and specific modules ensure students experience an appropriate range of learning that incorporates the development of advanced DN practice with the opportunity to experience inter-professional learning. The senior academic team tell us the faculty are committed to inter-professional learning through shared resources across five schools.

Core and specific modules are undertaken at academic levels six and seven. Health assessment in clinical practice supports the development of physical assessment skills and uses simulation and practice-based learning. This underpins the skills required to support learning on the V300 prescribing for independent and supplementary nurse prescribing programme. Evidence based practice and an introduction to clinical effectiveness at academic levels six and seven support a blended learning with online and face to face contact. Clinical leadership incorporates the skills to lead practice and improve health within the context of DN practice. The module specialist community nursing practice focuses on the development of DN practice and is delivered across the duration of the programme. This requires students to complete a practice portfolio to record and evidence progression towards achievement of the NMC Standards of proficiency. The module development is informed by student feedback for increased opportunity to reflect on specific challenges. Documentary evidence of consultation with students confirms the module has been developed in response to their feedback related to the management of long-term health conditions. The programme team tell us the module provides students with the critical knowledge required to address and support people to manage their long-term health conditions in their own homes.

• **A coherent programme of learning**

**Met**

Documentary evidence and the approval process confirms students must meet all the NMC requirements for specialist practice in order to practice as an SPQ district nurse. V300 will be awarded if students achieve all the NMC requirements of this programme.

V300 programme outcomes are mapped against the V100 outcomes delivered in the current programme. Programme documentation clearly evidences opportunities for exposure to prescribing from the nurse prescribers' formulary.

Evidence of reflection on progression towards achievement is recorded in the portfolio of evidence; students provide evidence of how they progress towards meeting practice competencies. This supports the evidence required in the practice assessment document (PAD) to confirm the Standards for SPQ DN have been met. Students complete self-assessment and action plans, practice learning hours are recorded and monitored at tripartite meetings. There's two formative

tripartite meetings with practice assessors, academic assessors and students; practice supervisors can attend if required. Practice assessors are responsible for the assessment of practice; academic assessors verify the achievement of proficiencies at the final summative tripartite. Achievement of the V300 programme is recorded in the PAD; if there's a different V300 practice assessor this be must recorded in the PAD. For full-time students there's a tripartite meeting in each semester for part-time and for apprenticeship route students they're once in each year. Apprenticeship route students enter the 12-week end point assessment (EPA) period on successful completion of the final tripartite in week 104 of the programme.

Student and practice assessor facing documentation clearly details the process if there's concerns about student progression. A student support and monitoring tool details the responsibilities of practice assessors, practice supervisors, academic assessors and students. The programme team describe the process to manage and address student concerns. Early resolution officers employed by KU manage referrals and monitor responses to completion; they support students through the process.

- **Flexible modes of delivery**

**Met**

Inclusion of the V300 demonstrates a flexible approach in supporting the increasing complex needs of the workforce. Full- and part-time routes including the two-year apprenticeship route are offered. Flexibility is further considered in terms of further progression to the MSc SPQ DN programme. There's clear criteria for students to continue their study and complete a 60-credit advanced work-based dissertation.

- **Linked to higher education accreditation**

**Met**

The programme is delivered at academic levels six and 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**

Students undertaking the BSc programme can apply for recognition of prior learning (RPL) up to a maximum of 50 percent of the programme credits. Postgraduate diploma students can RPL up to a maximum of 60 academic credits. Students who have an existing V300 prescribing qualification must continue to maintain competence and evidence this through the Royal Pharmaceutical Society

(RPS) competency framework for all prescribers (2016) in the PAD and achievement of the prescribing related competency. There's an approved RPL process for applicants with the V150 prescribing qualification accessing the V300 standalone programme. PLPs and the programme team tell us this isn't applied to the SPQ DN students; MPFT require students to undertake the full V300 programme. PLPs tell us students who are prescribers continue to prescribe within their scope of practice for the duration of 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: 6 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**

Programme development is informed by and mapped against the QNI/QNIS voluntary standards for district nurse education and practice and the Standards for specialist education and practice nursing in the home/DN. Modules and assessments are mapped against programme outcomes. The programme has adopted the SSSA; the V300 programme has NMC approval therefore meets the requirements of the Standards for prescribing programmes and the Standards of proficiency for nurse and midwife prescriber (adoption of the RPS) competency framework for all prescribers.

Documentary evidence and the approval process confirms applicants must meet the V300 programme entry requirements. Applicants must complete the V300 specific application form which includes confirmation of appropriate practice supervision and assessment. If the identified SPQ DN practice assessor doesn't meet the V300 requirement, a suitable V300 practice assessor must be identified at application. Documentary evidence confirms there's a robust selection process and educational audits of practice learning environments must be in place. Application to the apprenticeship route includes an initial needs assessment at interview. Programme documentation and the MPFT employer representative confirm the requirements for apprenticeship route applicants are clearly stated and agreed. They confirm the NMC requirements for SPQ DN are assured. Protected learning time is confirmed at application and is monitored through the educational audit process. Practice learning hours are recorded and verified in the practice portfolio by practice assessors or practice supervisors. Programme documentation explicitly details programme plans for each route. They evidence sufficient time to assure the NMC practice hours for SPQ DN and V300 are achieved ensuring neither programme's practice learning requirement is compromised. Apprenticeship route students are released for 'off job' one day theory and one day practice learning each week. Attendance at theory sessions is monitored and non-attendance reported to the employing organisation. Protected learning time is monitored by practice assessors or practice supervisors and reviewed at each tripartite meeting by academic assessors. Where issues related to attendance in theory or practice are identified there's processes in place to share information

between the school and the employer. This includes fitness to practise issues or should a student give cause for concern in their workplace. The MPFT employer representative confirms processes are in place and supported by effective communication and a committed partnership relationship with the school and programme team.

Teaching and learning methods include lectures, seminars, self-directed learning and tutorials. The Keele learning environment (KLE) supports a blended learning approach with access to online resources. Students access the school anatomy suite to develop practical skills. They can attend community cases at the coroner's court and undertake alternative practice experiences. Directed study supports the development of practice learning; students record and reflect on critical incident scenarios and practice learning experiences. The practice portfolio evidences practice learning and progression towards achievement of practice competencies.

The programme documentation details practice assessor, practice supervisor and academic assessor roles and confirms there's guidelines and processes in place to assign each student to a practice assessor who's a qualified district nurse and experienced prescriber. Practice assessors and practice supervisors confirm they're prepared for the role; there's a half day workshop which must be completed. The programme team deliver an online workshop to ensure all practice supervisors and practice assessors attend. Practice assessor and practice supervisor handbooks provide comprehensive programme information. The preparation of academic assessors is clearly detailed; a school senior team lead confirms a commitment to support the academic assessor role.

PLPs confirm there is a strategic approach to the SSSA across all NMC programmes. There's strategic and operational partnership evidenced by minutes of meetings ensuring all students receive, and practice staff provide, safe and effective practice learning. There's effective monitoring processes in place to ensure practice learning environments meet the requirements of the SSSA this includes the educational audit process. PLPs commend KU for their commitment to effective partnership approaches to the implementation and operationalisation of the SSSA. PLPs confirm the programme team engage with them in supporting the preparation of DN supervision and assessment in the practice learning environment.

**Outcome**

**Is the standard met?**

***Met***

**Date: 6 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**

Programme outcomes are clearly stated; specific modules reflect DN practice. There's mapping to confirm that the content in each module meets the programme requirements.

Students tell us the portfolio of evidence supports the application of theory to practice and the programme content effectively prepares them for contemporary advanced DN practice. PLPs and students confirm their confidence in the programme and they commend the programme team for their commitment to partnership working.

**Outcome**

**Is the standard met?**

**Met**

**Date: 6 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**

The programme is mapped to the Standards for specialist education and practice and the QNI/QNIS voluntary standards. The programme learning outcomes and assessments are designed to ensure students develop the skills to provide contemporary, specialist technical care to individuals in their own environments.

They support families and carers and manage changing community and population demographics. The programme prepares them to lead teams of registered nurses and support staff delivering more complex care in home environments.

**Outcome**

**Is the standard met?**

*Met*

**Date: 6 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:** 6 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**

**Met**

Programme development ensures that, upon successful completion, students will achieve the Standards for specialist education and practice, nursing in the home/DN, the Standards for prescribing programmes and the Standards of proficiency for nurse and midwife prescriber (adoption of the RPS) competency framework for all prescribers.

The V300 will be awarded; there's evidence that students will have exposure to, and learning associated with, V100 prescribing.

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: 6 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

**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.**

*Met*

Documentary evidence and the approval process confirms there's sufficient and

appropriately qualified academic staff to support the programme delivery. The academic programme team have recorded teacher qualifications and specialist qualifications, including V100 and V300 prescribing. Honorary lecturers, visiting lecturers and leading clinicians are integral to the delivery of modules within the programme.

Senior school staff confirm their commitment to ensure the programme is resourced. PLPs confirm their intentions and commitment to the programme.

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

**Yes**

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

**Yes**

**Outcome**

**Is the standard met?**

***Met***

**Date: 6 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***



## 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 SPQ DN	
Student facing documentation including: programme handbook	Yes
Please specify field/route SPQ DN	
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	Yes
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.	Yes
List additional documentation: Presentation by the programme team, 16 May 2020 NMC, AEI and PLP annual self-report, 17 December 2019  Post approval visit documentation to meet conditions: Revised programme specification, MSc and postgraduate specialist community nursing, DN, undated Revised programme specification, BSc (Hons) specialist community nursing, DN, undated Approval visit minutes, May 2020 Email, confirmation of condition met, 22 May 2020	
If you stated no above, please provide the reason and mitigation	
Additional comments:	

<b>During the visit the visitor(s) met the following groups</b>	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: September 2017 cohort x one September 2018 cohort x one September 2019 cohort x three	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	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 necessary as an established AEI.	
Additional comments:	

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error or omission which is due to an error or omission in data supplied to us by other parties.

**Issue record**

**Final Report**

Author	Bernadette Martin	Date	16 May 2020
Checked by	Pamela Page	Date	1 June 2020
Submitted by	Amy Young	Date	15 June 2020
Approved by	Leeann Greer	Date	17 June 2020