Programme approval report

Section one

Programme provider name:	University of Suffolk
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	East Suffolk and North Essex NHS Foundation Trust West Suffolk Hospital NHS Foundation Trust Norfolk Community Health and Care NHS Trust Private, voluntary and independent health care providers
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 V100 nurse prescribing apprenticeship ☐

	Specialist practitioner **-** District nursing with integrated V300 nurse prescribing apprenticeship ☐
Title of programme:	BSc (Hons) Specialist Practitioner District Nursing Postgraduate Diploma Specialist Practitioner District 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

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Specialist practitioner - child	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
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 V100 nurse prescribing apprenticeship	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:	11 September 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	 4 January 2021

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 V100 nurse prescribing apprenticeship	
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
University of Suffolk (the university), school of health and sports sciences (the school) present the specialist practitioner qualification district nursing (SPQ DN) with integrated independent and supplementary nurse prescribing (V300) programme. The programme is offered as a BSc (Hons) or postgraduate diploma full-time over one year and part-time over two years. 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 (NMC, 2001), the Queen's Nursing Institute (QNI) and the Queen's Nursing Institute Scotland (QNIS) (2015) voluntary standards for district nurse education and practice. The programme is further informed by the Standards for prescribing programmes (SPP) (NMC, 2018) and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS, 2016) competency framework for all prescribers) (NMC, 2018). The V300 award is integrated in the current postgraduate diploma programme. Inclusion of V300 in the proposed BSc (Hons) reflects service need. The inclusion of the V300 award ensures the programme meets the requirement for district nurses to continue to prescribe at an advanced level. Approval of the university prescribing programme against the SPP is subject to a separate approval visit. This visit was undertaken on 8 September 2020. The conditions applied at the prescribing approval visit must be met prior to approval of the SPQ DN programme. There's evidence of a commitment to effective partnership working within the school. Documentary evidence and discussion at the approval visit support effective partnership working with practice learning partners (PLPs), students and service users and carers (SUCs). Arrangements at programme level don't meet the SFNME. Arrangements at programme level meet the SSSA. This visit is undertaken remotely due to the COVID-19 pandemic.

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

Updated 12 October 2020:

Evidence is provided that the changes required to meet the NMC condition have been made. The university confirm the university condition is met.

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:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:**

	Condition one: Provide evidence that the conditions applied at the NMC prescribing approval have been met. (SFNME R2.3) Condition two: Tidy up the documentation, including definitive course records (DCRs) to correct any typographical errors and inconsistencies. (University condition)
Date condition(s) to be met:	9 October 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

Commentary post review of evidence against conditions:
Assurance has been provided that the conditions applied at the university prescribing programme approval visit have been met. Condition one is met. The AEI has confirmed that the university condition is met.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	The AEI confirm the accuracy of the programme approval report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	12 October 2020

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) QA Framework for nursing, midwifery and nursing associate education (NMC, 2018) QA Handbook

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 <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 the approval process confirms governance structures and staff resources support effective partnership working with key stakeholders. There's evidence of consultation with PLPs, SUCs and students who confirm they've contributed to the development of the programme. The V300 award is integrated in the current postgraduate diploma programme. Inclusion of the V300 in the proposed BSc (Hons) reflects service need. PLPs confirm it's a vital part of the district nursing role. Students confirm the V300 is an important component of the programme.

Documentary evidence confirms a partnership approach to the preparation of practice assessors and practice supervisors to ensure they meet the requirements of the SSSA. PLPs tell us there's capacity to ensure students are assigned to a qualified SPQ DN and prescribing practice assessor. PLPs confirm practice assessor and practice supervisor preparation is underway to ensure they are prepared to supervise and assess students. They tell us they've commissioned a coaching module to ensure further support for the roles. The programme team confirm they're prepared for the academic assessor role.

PLPs confirm they engage in regular meetings including the course committee with the programme team, which are integral to programme development and delivery. PLPs tell us they're involved in the review of the curriculum and the development of the programme. They confirm there's a continued service need to include the option of the programme at academic level six.

The school service user strategy details a clear commitment to increase the contribution of SUCs as partners across the school. SUCs contribute to the recruitment and selection of students in partnership with the programme team and PLPs. SUCs tell us they're involved in the shortlisting process and confirm they undertake equality and inclusion training. SUCs describe their involvement in programme development; they tell us their feedback is included in the programme development. SUCs support teaching and assessment; a practice portfolio ensures the opportunity for SUC to feedback on student performance in the practice learning environment. SUC representatives confirm attendance at SUC group meetings; they tell us they feel supported by the programme team and are able to contribute to the programme.

Documentary evidence confirms students are signposted to a range of services to support their academic development. Students commend the programme team and particularly the programme leader as inspiring role models. Students tell us academic staff are supportive and accessible and direct them to additional services to support academic development and student wellbeing. Students tell us they're supported in the practice learning environment and they know how to raise concerns associated with academic and practice aspects of their programme. They describe the value of inter-professional learning in the multi-professional V300 prescribing programme and how this learning contributes to increased clinical confidence applied to district nursing practice. Students confirm that their views inform the development of education delivery through ongoing programme evaluation. This takes the form of discussion during teaching, module evaluation and student representation at the course committee.

Approval of the university prescribing programme against the SPP is subject to a separate approval visit. This visit was undertaken on 8 September 2020. The conditions applied at the prescribing approval visit must be met prior to approval of the SPQ DN programme. (Condition one)

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** ☒

Approval of the university prescribing programme against the SPP is subject to a separate approval visit. This visit was undertaken on 8 September 2020. The conditions applied at the prescribing approval visit must be met prior to approval of the SPQ DN programme.

Condition one: Provide evidence that the conditions applied at the NMC prescribing approval have been met. (SFNME R2.3)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: *Standards for student supervision and assessment*

MET ☒ **NOT MET** ☐

Post event review
Identify how the condition(s) is met: Condition one: The conditions applied at the prescribing approval visit have now been met. Evidence: Feedback from the visitor for the prescribing approval visit, confirming that the conditions applied are met, 12 October 2020 Condition one is met.
Date condition(s) met: 12 October 2020
Revised outcome after condition(s) met: **MET** ☒   **NOT MET** ☐ Condition one is 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** ☒

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

Yes ☐ **No** ☒

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

Independent and Supplementary Prescribing (V300)

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

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

Please indicate whether the V300 is to be approved at this event against the *Standards for prescribing programmes* and *Standards of proficiency for nurse and midwife prescriber* *(adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2018)*

Yes ☐ **No** ☒

OR
If V300 is approved against *Standards for prescribing programmes* and *Standards of proficiency for nurse and midwife prescriber* provide the date it was approved:

Recommended for approval following visit on 8 September 2020, pending final NMC decision.

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.*
>
> The university confirm no current students will transfer to the proposed 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 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 they'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.

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: 11 September 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** ☐

- No less than 32 weeks

  Yes ☒   **No** ☐

- 50 percent theory and 50 percent practice

  Yes ☒   **No** ☐

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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 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

<div align="right">

MET ☒ **NOT MET** ☐
</div>

The programme has been developed in response to local requirements, stakeholder consultation and student evaluation. The delivery of modules reflects the schools experience of blended teaching and learning strategies. PLPs tell us the programme meets the requirements of their district nursing workforce. The combination of core and specific modules at academic levels six and seven ensure students experience an appropriate range of learning incorporating the development of advanced district nursing practice with the opportunity to experience inter-professional learning.

Core and specific modules are undertaken at academic levels six and seven. The holistic assessment and physical assessment modules use simulation to support the development of assessment skills. Students apply this learning to prescribing specific assessments in the practice learning environment. This underpins the skills required to support learning in the V300 prescribing programme. Non-medical independent and supplementary prescribing is a multi-professional programme accessed by allied health professionals supporting and promoting inter-professional learning.

Specific leadership and research modules incorporate the skills required to lead and improve health within the context of district nursing practice. Students examine the management of complex health conditions, recognising the importance of health and wellbeing in the principles of care co-ordination in community settings district nursing. Students undertake three periods of practice learning experiences supported by practice assessors and practice supervisors.

- A coherent programme of learning

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MET ☒ **NOT MET** ☐
</div>

Documentary evidence and the approval process confirm students must meet all NMC requirements for specialist practice in order to practice as a specialist district nurse. V300 is awarded if the SPP are achieved. The programme structure ensures the requirements of V300 and SPQ DN are met. There's a coherent programme structure using blended learning, teaching, and assessment strategies

to ensure effective theory links to practice. The programme documentation and the approval process confirm there's an increasing requirement for district nurses to work with technology and digital applications in practice environments. Access to online delivery supports students to confidently and accurately engage in the use of technology.

Evidence of reflection on progression towards achievement of practice learning is recorded in the practice portfolio. The practice portfolio is comprehensively mapped to the Standards for specialist education and practice (NMC, 2001). Students complete a variety of evidence including learning logs, reflective experiential review and where needed action plans. Practice learning is recorded and monitored at tripartite meetings. Following the initial interview there's two formative tripartite meetings with practice assessors, practice supervisors and students. Practice assessors are responsible for the assessment of practice; academic assessors verify the achievement of proficiencies at the final summative tripartite meeting. Achievement of the V300 award is recorded in the V300 practice assessment document (PAD); if there's a different V300 practice assessor this must be recorded in the V300 PAD. Documentary evidence, the programme team, PLPs and students confirm 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 practice portfolio. PLPs confirm processes are in place to support students raising concerns; this is identified as part of the practice learning environment educational audit. Educational audits are undertaken every two years and include a review of any concerns raised in external system regulator reports. Where required, action plans are developed and monitored in partnership with PLPs.

PLPs describe effective communication with the programme team through continued effective partnership working, ensuring safety and support in the practice learning environment is maintained.

- Flexible modes of delivery

MET ⊠ **NOT MET** ☐

The programme is offered both full-time over one year and part-time over two years. Learning and teaching is delivered using a blended learning approach; this supports the flexible approach of the programme. Elements of theory are delivered online, enabling student flexibility and meeting the specific needs of rural practice

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areas. Inclusion of the V300 demonstrates a flexible approach in supporting the increasing complex needs of the district nursing workforce.

- Linked to higher education accreditation

MET ☒ **NOT 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 ☒ **NOT MET** ☐

Postgraduate diploma students can apply recognition of prior learning (RPL) up to a maximum of 50 percent of the programme credits. BSc (Hons) students who have previously studied programme modules can RPL these. Students who have an existing V300 or V150 prescribing qualification evidence this through mapping to the RPS competency framework for all prescribers. All RPL claims are subject to external examiner scrutiny.

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: 11 September 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 are no fall back exit awards that confer NMC registration.

Assurance is provided that the *Standards framework for nursing and midwifery education relevant* to the qualification to be awarded are met

YES ☒   **NO** ☐

Outcome
Is the standard met?   MET ☒   NOT MET ☐
Date: 11 September 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 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 Standards for specialist education and practice (NMC, 2001) and the QNI/QNIS voluntary standards for district nurse education and practice. The programme has adopted the SSSA. The V300 programme is mapped to the SPP and the Standards of proficiency for nurse and midwife prescriber (adoption of the RPS) competency framework for all prescribers and subject to final NMC approval.

Documentary evidence and the approval visit 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. Guidance on practice supervisor and practice assessor roles are detailed in the practice supervision and assessment handbook and the practice portfolio. The requirements for the V300 prescribing practice assessor are provided in the V300 handbook and PAD. PLPs confirm V300 prescribers are supported and prepared to undertake the role of prescribing practice assessors. The school and PLP pharmacy leads work in partnership to prepare V300 prescribers to undertake the prescribing practice assessor role. Students tell us the development of the DN prescribing practice assessor reduces the challenge of securing a medical prescribing practice assessor.

Documentary evidence confirms preparation for the SSSA roles is underway. PLPs confirm they are prepared for the introduction of the SSSA. The programme team confirm that staff are prepared for the academic assessor role. 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 they monitor student progression towards achievement. They confirm agreement that students have achieved the programme outcomes and record this in the practice portfolio. The practice portfolio assesses clinical nursing practice, care and programme management, clinical practice leadership and clinical practice development and is mapped to the Standards for specialist education and practice (NMC, 2001) and the QNI/QNIS. The practice portfolio 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 practice portfolio 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 that the processes for supporting students are clear and work well. The PLPs tell us they are well supported by the programme team.

The SPP are met in the V300 PAD. The students must pass all modules, including the practice assessments, to successfully complete the programme.

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 11September 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 records 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, the programme team and students confirm module assessments are applied to district nursing practice. Students tell us the programme supports the application of theory to practice and programme content effectively prepares them for contemporary district nursing practice.

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 11 September 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

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 the approval visit 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 Standards for specialist education and practice (NMC, 2001) and the QNI/QNIS voluntary standards for district nurse education and practice. 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 community and population demographics. The programme prepares them to lead teams of registered nurses and support staff delivering complex care in home environments.

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐

Date: 11 September 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** ☐

Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 11 September 2020	

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 11 September 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** ☐ Programme specific standards are mapped across the programme and ensure that, upon successful completion, students achieve the Standards for specialist education and practice (NMC, 2001), the SPP and the Standards of proficiency for nurse and midwife prescriber (adoption of the RPS) competency framework for all prescribers. The independent and supplementary nurse and midwife prescribing (V300) will be awarded.
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: 11 September 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

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 *Please specify route:* District nursing with integrated V300 nurse prescribing	☒	☐
Student facing documentation including: programme handbook *Please specify route:* District nursing with integrated V300 nurse prescribing	☒	☐
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.	☒	☐
If you stated no above, please provide the reason and mitigation:		
List additional documentation: University of Suffolk, school of health sciences service user strategy, 2020-2024, undated Full-time timetable, 2020-2021, undated Post visit documentation: Feedback from the visitor for the prescribing approval visit, confirming that the conditions applied are met, 12 October 2020 Conditions response grid, 7 October 2020 Conditions response grid, prescribing, undated Revised, DCR, postgraduate diploma district nursing, undated Revised, DCR, BSc (Hons), district nursing, undated Revised, practice supervision and assessment handbook, undated Revised, module handbook, BSc (Hons), district nursing, undated Revised, module handbook, postgraduate diploma, district nursing, undated Revised, district nursing portfolio, 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: Specialist practitioner, postgraduate diploma, 2020 x one Specialist practitioner, BSc (Hons), graduate, 2020 x one Specialist practitioner, postgraduate diploma, graduate, 2020 x one		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation An apprenticeship route is not being considered.		
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 established AEI and visits to facilities weren't needed.		
Additional comments: None identified		

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

Issue record			
Final Report			
Author(s):	Julie Bliss	Date:	17 September 2020
Checked by:	Bernadette Martin	Date:	24 September 2020
Submitted by:	Amy Young	Date:	22 October 2020
Approved by:	Leeann Greer	Date:	27 October 2020