Nursing & Midwifery Council

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

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Programme approval report

Section one

Programme provider name:	University of Sunderland
In partnership with: *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)*	Northumbria Healthcare NHS Foundation Trust South Tyneside and Sunderland NHS Foundation Trust Newcastle upon Tyne Hospitals NHS Foundation Trust County Durham and Darlington NHS Foundation Trust North Tees and Hartlepool NHS Foundation 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:	Post Graduate Diploma - Specialist Practitioner District Nursing (with integrated V300 Prescribing for Healthcare Professionals) apprenticeship

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
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:	5 and 6 October 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 Specialist practitioner **-** occupational health nursing Specialist practitioner - school nursing **Apprenticeship route** Specialist practitioner **-** District nursing with integrated V300 nurse prescribing apprenticeship	10 January 2021
QA visitor(s):	Registrant Visitor: Georgina Ritchie

Section two

Summary of review and findings

The programme presented for approval is the postgraduate specialist practitioner qualification (SPQ) district nursing (DN) with integrated V300 nurse prescribing apprenticeship at the University of Sunderland (UoS). The programme specification document identifies that the programme includes a full-time 18-month apprenticeship route, with a three-month end point assessment period. Students will complete the SPQ DN with integrated V300 nurse prescribing at academic level seven, leading to a postgraduate diploma. The programme aims to prepare students to be recorded on the Nursing and Midwifery Council (NMC) register as a SPQ DN and as an independent and supplementary non-medical prescriber (V300). The programme is also mapped against the Queen's Nursing Institute (QNI) and the Queen's Nursing Institute Scotland (QNIS) (2015) voluntary standards for DN.

The apprenticeship route requires employer sponsorship and protected learning time agreed at application. Northumbria Healthcare NHS Foundation Trust, South Tyneside and Sunderland NHS Foundation Trust and Newcastle upon Tyne Hospitals NHS Foundation Trust confirm their commitment to support apprentices on the programme to enable them to develop their workforce to meet the requirements of increasingly complex and advanced levels of care needed within DN. There's documentary evidence of this commitment by employer partners (EPs) to support the programme intentions and senior leaders from EPs confirm this to us at the approval visit.

Programme documentation and the approval visit confirm effective partnership working at strategic and operational levels between UoS and key stakeholders, such as service users and carers, practice learning partners (PLPs) and EPs who've been involved in the development of this new programme.

The programme meets the Standards for specialist education and practice (SPEP) (NMC, 2001) and is mapped against the Institute for Apprenticeships (IfA) DN apprenticeship standard. The programme documentation includes the previously approved integrated V300 prescribing for healthcare professionals programme

which meets the entry requirements of the Standards for prescribing programmes (SPP) (NMC, 2018).

Key features of the programme include the practice assessment portfolio and the combination of DN focused modules, which effectively meet the SPEP. The programme delivery plan offers a combination of learning opportunities which include work-based learning and a flexible approach to teaching and learning on the programme including lectures, seminars and self-directed study. The co-production and planned co-delivery of the programme with UoS patients, carers and public involvement (PCPI) group is commendable, with sustained and robust commitment to co-production demonstrated by the programme teaching team and the PCPI group.

This approval is undertaken by remote means due to COVID-19 restrictions.

Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) as conditions apply.

Arrangements at programme level don't meet the Standards for student supervision and assessment (SSSA) (NMC, 2018) as conditions apply.

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

Updated 13 November 2020:

The UoS has provided documentary evidence which demonstrates NMC condition one and two is met.

Evidence is provided to confirm that the university condition (condition three) is 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:** Condition two: The programme team must provide an implementation plan to evidence how PLPs will be prepared to supervise and assess students on the DN programme, including plans for regular updating at programme level. (SSSA R5.2, R8.4) **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** Condition one: The programme team must provide student facing documentation which clarifies the programme length, including end-point assessment period, and explains when students become eligible to record their DN qualification with the NMC. (SFNME R3.2, R3.10) Condition three: The programme team must provide amended programme documentation to evidence they have met the issues highlighted through the discussion with the panel during the approval visit. (University condition)
Date condition(s) to be met:	17 November 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: Programme documentation has been revised and provides robust evidence that the conditions are met. The revised student facing documentation confirms programme length, including end-point assessment period, and explains when students become eligible to record their DN qualification with the NMC. Condition one is met. An implementation plan details the preparation for the how PLPs be prepared to supervise and assess students on the DN programme, including plans for regular updating at programme level. Condition two is met. The UoS have confirmed that condition three is met. The programme is recommended for approval.

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:	13 November 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.

Documentary evidence and discussions at the approval visit confirm there's effective partnership working between stakeholders and UoS. The PCPI group tell us they actively contribute to programme development through attendance at stakeholder planning events. PCPIs already contribute to the developing practice in clinical skills and V300 prescribing for healthcare professionals modules and will contribute to teaching and learning activities and programme assessments on the new programme modules once the programme commences. PCPIs tell us they'll regularly meet with the programme teaching team to review the programme and act as critical friends. PCPIs tell us they feel valued as part of the programme team and their opinions are listened to and acted upon.

PLPs/EPs tell us they're committed to ensuring district nurses are effectively prepared for the challenges faced within DN clinical practice and that this programme delivered through the apprenticeship route will prepare DN students for their future role. Senior PLP/EP leads tell us that UoS works in partnership at strategic and operational levels with them through strategic workforce development meetings and operational programme meetings which ensure a collaborative approach across the teaching and learning and practice learning parts of the programme. Documentary evidence of commitment by EPs to support the programme intentions was submitted by Northumbria Healthcare NHS Foundation Trust, South Tyneside and Sunderland NHS Foundation Trust and Newcastle upon Tyne Hospitals NHS Foundation Trust.

As this is a new programme, we couldn't talk to existing students, but students on another NMC approved apprenticeship programme at UoS shared their experiences. Students tell us that they attend a staff student liaison committee meeting (SSLC) each semester at UoS to feedback programme experiences. Students tell us that they're allocated practice assessors and practice supervisors which they welcome. The programme team tell us that once the programme commences, DN apprenticeship students will be encouraged to feedback about their experiences and evaluate the programme and practice learning through open house programme team meetings and the SSLC process.

Documentation presented by the programme team and discussion tell us that UoS has a robust faculty level service in place to promote inter-professional learning (IPL) into teaching and learning programmes. Students on the new programme will be able to access additional IPL days which will look at case-based learning. The existing developing practice in clinical skills and V300 prescribing for healthcare professional's modules are open to interprofessional groups of learners including allied health professionals, advanced practitioners and other nurses. DN students will join these groups for teaching and learning on these modules.

The programme team present SPQ DN apprenticeship programme documentation which confirms appropriate SPQ DN entry requirements and appropriate SPP entry requirements. Module specifications are unchanged for two modules and include the current approved integrated V300 prescribing for healthcare professionals programme which meets the entry requirements of the SPP and an additional three new modules which map to the SPEP. Documentation and discussion at the visit tell us there's a coherent programme of learning which will effectively prepares DN students. The proposed apprenticeship programme student facing documentation is inconsistent in explaining programme length, the end-point assessment period and in explaining to students when they'll become eligible to record their DN qualification with the NMC. (Condition one)

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Discussion at the visit tells us that workforce leaders from PLPs/EPs are committed to implementation and operationalisation of the SSSA at a strategic level across all three PLPs/EPs. There's some documentary evidence of a strategic partnership approach between the approved education institution (AEI) and PLPs/EPs to ensure implementation and operationalisation of the SSSA at a strategic level. Discussion at the visit indicates that senior leaders from the PLPs/EPs are committed to high quality practice learning and protected learning time.

At operational level, practice placement facilitators in some PLPs/EPs tell us that they're offering rolling programmes of workshops to support transition to the roles of practice assessor and practice supervisor. No recent documentary evidence of this plan was presented and the workshops are generic in nature across different areas of clinical practice and different programmes of study. No documentary evidence of how the programme team or practice placement facilitators will prepare practice assessors and practice supervisors to facilitate practice learning specific to the DN apprenticeship programme is offered. The programme team do tell us that they plan to hold virtual workshops to prepare practice assessors and practice supervisors for the role within the context of this programme. The programme team tell us that they plan update days during the programme to ensure there's suitable and sufficient support to prepare and develop practice assessors and practice supervisors. Documentary evidence of this plan is limited. (Condition two)

Discussion with practice assessors tells us that they do feel prepared to assess DN students on the programme, but this is because they've assessed DN students on other programmes at other AEIs. They tell us that they've no experience of assessing and supervising district nurse's apprenticeship route students. Practice assessors tell us that students will access other professionals for the assessment and supervision of the prescribing part of the programme but were unable to explain how a cohesive learning experience would be maintained across both aspects of the programme. (Condition two)

Student representatives on another NMC approved apprenticeship programme at UoS tell us they're aware of the SSSA. Students tell us they're supported to share their views through SSLC and understand the process for raising concerns as detailed in student facing documentation. They confirm that they know practice learning has protected learning time and they know how to report issues to their practice assessor and academic assessor if needed.

Documentary evidence and discussion with the programme team and PLPs/EPs confirm that students, practice assessors and practice supervisors will undertake tripartite meetings. These meetings ensure opportunities to reflect on practice learning which are recorded in a practice assessment documentation (PAD) and

shared with the academic assessor. The PAD is appropriately mapped to the SPEP.

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** ☒

The proposed apprenticeship programmes student facing documentation is inconsistent and doesn't fully explain to students the programme length in terms of the modules and practice placement, the gateway they'll pass through at the end of this period or how the end-point assessment period works. Student facing documentation doesn't explain to students when they'll become eligible to record their DN qualification with the NMC.

Condition one: The programme team must provide student facing documentation which clarifies the programme length, including end-point assessment period, and explains when students become eligible to record their DN qualification with the NMC. (SFNME R3.2, R3.10)

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** ☒

Proposed practice assessors and practice supervisors for this new programme haven't yet had any specific support in undertaking this new role. They do have experiences of supporting DN students on direct entry programmes but not apprenticeship programmes and they've not worked with UoS in this role previously. No documentary evidence about the plan to regularly update proposed practice assessors and practice supervisors has been submitted.

Condition two: The programme team must provide an implementation plan to evidence how PLPs will be prepared to supervise and assess students on the DN programme, including plans for regular updating at programme level. (SSSA R5.2, R8.4)

Post event review
Identify how the condition(s) is met:

Condition one: The revised student facing documentation confirms programme length, including end-point assessment period, and explains when students become eligible to record their DN qualification with the NMC.

Condition one is met.

Evidence:
End-point assessment guide, 2020

Condition two: An implementation plan details the preparation for the how PLPs will be prepared to supervise and assess students on the DN programme, including plans for regular updating at programme level.

Condition two is met.

Evidence:
Assessor preparation PowerPoint, undated
DN postgraduate diploma PAD, undated

Date condition(s) met: 13 November 2020

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** ☒

This programme integrates the V300 and not the V100.

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:

N/A

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:

2 March 2020

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.

No transfer proposed, this is a new 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.

No transfer proposed, this is a new programme.

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: 6 October 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

MET ☒ **NOT MET** ☐

The programme specification outlines that core modules, responding to complex health needs in DN practice (20 credits), developing and leading quality in DN practice (20 credits) and using evidence and information to advance DN practice (20 credits), are offered specifically to DN students along with specific modules; developing practice in clinical skills (20 credits) and V300 prescribing for healthcare professionals (40 credits) where students join other multi professional learning groups. The module structure therefore provides the appropriate combination of core and specific modules in line with NMC requirements.

- A coherent programme of learning

MET ☒ **NOT MET** ☐

The programme offers a coherent teaching and learning experience which prepares learners to fulfil their future role as district nurses. This is achieved through a combination of modules which are mapped to the SPEP and practice-based learning which contribute to overall programme learning outcomes. For the modules developing and leading quality in DN practice and V300 prescribing for healthcare professionals, where students join multi professional learning groups, programme identity is maintained within the portfolio work where learners can complete programme specific learning.

- Flexible modes of delivery

MET ☒ **NOT MET** ☐

The apprenticeship route demonstrates a flexible approach in supporting the needs of the workforce to access education and development whilst continuing to fulfil the operational needs of the PLPs/EPs in service delivery. Flexibility is further considered in terms of the blended approach to learning and teaching and the variety of assessments across the programme.

- Linked to higher education accreditation

MET ☒ **NOT MET** ☐

The programme leads to a postgraduate diploma awarded by UoS. If students leave the programme early, UoS can award them university transcripts for any modules that have been fully completed and passed. This doesn't lead to eligibility to record a qualification on the NMC register unless the V300 has been successfully completed and awarded by the AEI.

- Credit for APL and APEL

MET ☒ **NOT MET** ☐

UoS has a robust accreditation of prior experiential learning (APEL) and accreditation of prior learning (APL) process in place. For the proposed programme APEL and APL will be overseen by the programme external examiner (EE). The programme EE will review all requests for APL and APEL and discuss these with the programme leader to confirm if the application will be accepted. The apprenticeship skills scanner, which is completed by all apprenticeship students, enables learners to identify learning needs that they've already met; students on the proposed programme will complete the skills scanner.

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: 6 October 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 **YES** ☒ **NO** ☐

Outcome
Is the standard met? **MET** ☒ **NOT MET** ☐ **Date:** 6 October 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

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Standard 11: Learning Outcomes

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

Findings against the standard and requirements

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** ☐

Programme learning outcomes are mapped to the SPEP. The programme is also mapped against the QNI and the QNIS voluntary standards for DN. It's further mapped against the IfA DN apprenticeship standard. This is evidenced within the programme documentation. Discussion with the programme team confirm this. The PAD will assess practical application of these outcomes and the presentation at the approval visit tells us that the opportunity for discussion and reflection of practice will be offered to students within the tripartite meetings. Practice supervisors and practice assessors will ensure that all learning outcomes are met and recorded as evidence in the PAD.

The programme team and PLPs/EPs tell us that standards will be met in both theory and practice through a variety of robust assessments and moderation. This will be assessed by practice assessors, confirmed by academic assessors and informed by feedback from practice supervisors.

The cohesive nature of the proposed programme means that the core standards are addressed across all modules. Students will be required to map and submit all their learning across the programme against the SPEP and within their PAD. This process is overseen by the practice assessor and is reviewed at the tripartite meetings with the academic assessor.

Outcome
Is the standard met?   **MET** ☒ **NOT MET** ☐
Date: 6 October 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

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MET ☒ **NOT MET** ☐

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The content of all modules is mapped to the SPEP to enable a cohesive set of programme learning outcomes which clearly meet common core specialist practice outcomes. This is evidenced in the module descriptors and was further explained within the programme team's presentation at the visit.

Discussion with senior leaders from PLPs/EPs and practice assessors at the visit tells us that the content of the programme will appropriately facilitate development of students to fulfil the role of DN upon qualification.

Outcome
Is the standard met? **MET** ☒ **NOT MET** ☐
Date: 6 October 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 tells us that the common core learning outcomes are mapped to the programme content, confirming that the programme reflects the core standards and requirements. Documentary review tells us that each of the four core learning outcomes will be re-visited several times by students during the programme, to enable deeper learning. This is because they'll be addressed in both the clinical practice and AEI-based learning. This was confirmed at the visit through discussion with the programme team.

There's robust documentation to guide and structure practice-based learning of the common core learning outcomes, which includes the PAD and the portfolios which accompany the clinical based modules; developing practice in clinical skills and V300 prescribing for healthcare professionals. These common core learning outcomes are also addressed in the AEI-based learning; this is evidenced in the module timetables, the directed study and accompanying teaching and learning materials.

PLPs/EPs confirm that they're aware of and understand the requirements of this element of the programme, which is evidenced and assessed in part by practice assessors with input from practice supervisors and support from the academic assessor. UoS tell us that students will be visited in practice periodically by academic assessors for tripartite meetings with the practice assessor and student, in order to inform the decisions about their assessment and progression.

At the visit, practice assessors tell us that they understand the requirements of the common core learning outcomes and how they should be assessed and evidenced.

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

Date: 6 October 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: 6 October 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** ☐

Documentary analysis confirms that the curriculum and practice learning content is mapped to the programme specific standards for specialist practice in DN, ensuring that students will be thoroughly prepared and appropriately assessed before undertaking their future role. At the visit, the programme team confirm this through presentation and discussion.

PLPs/EPs provide documentary evidence to support the development of the programme, confirming that they've been part of the co-production of the programme and that they're committed to providing high quality and consistently evaluated placement learning areas. At the visit, PLPs/EPs confirm that they understand the need for protected learning time and practice assessors report that they're supported in terms of time and resources to effectively support students' learning.

Both documentary evidence and discussion with members of the senior leadership team from UoS confirm that the AEI is committed to supporting the programme and will adequately provide the necessary resources. Documentary evidence is also provided by UoS regarding university level resources, such as the library, students' services and physical infrastructure to support learners.

Through discussion at the visit, PLPs/EPs demonstrate understanding of the requirements of the programme in relation to the programme specific learning outcomes and confirm that the programme includes alignment of practice against the learning outcomes. They assure us that they understand the standards and feel able to adequately prepare students to practice at this level.

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** ☐

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

Date: 6 October 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*	☒	☐
Student facing documentation including: programme handbook *Please specify route:*	☒	☐
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:		
List additional documentation: Presentation by the programme team, 6 October 2020 Post condition evidence documentation: End-point assessment guide, 2020 Assessor preparation PowerPoint, undated DN postgraduate diploma PAD, 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: Degree nurse apprenticeship year two x three students		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation		
Additional comments: Three service user and carer representatives from UoS PCPI group were met.		

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:		
A virtual visit using YouTube video links to PLPs/EPs was provided, including virtual tours of South Tyneside and Sunderland NHS Foundation Trust and Newcastle upon Tyne Hospitals NHS Foundation Trust. YouTube links to UoS campus facilities showed a virtual library tour, a student support services tour and clinical skills teaching facilities tour. This ensures that students have access to physical resources to support learning.		
If you stated no above, please provide the reason and mitigation		
Additional comments: None identified.		

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Issue record			
Final Report			
Author(s):	Georgina Ritchie	Date:	9 October 2020
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Submitted by:	Amy Young	Date:	30 November 2020
Approved by:	Leeann Greer	Date:	1 December 2020