

Programme approval visit report

Section one

Programme provider name:	Queen Margaret University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	NHS Lothian NHS Borders NHS Fife
Programme(s) reviewed:	
<p>Programme: Specialist Practitioner – District Nursing with integrated Independent and Supplementary Nurse Prescribing Title of programme: PG Dip Person-Centred Practice District Nursing Programme start date: 14 September 2020</p> <p>Academic level(s): SCQF: Level 11</p>	
Date of approval	11 May 2020
QA visitor(s):	Registrant Visitor: Wendy Wesson

Section two

Summary of review and findings

Queen Margaret University (QMU) (the university) is an approved education institution (AEI). The university seeks approval for the specialist practitioner - district nursing with integrated independent and supplementary nurse prescribing (SPQ DN) programme. QMU are seeking concurrent approval for independent and supplementary prescribing programme (NMC, 2018). The university is a member of the NHS Education for Scotland (NES) group and works in partnership with other AEIs across Scotland to develop, maintain and evaluate their practice support and their practice assessment documentation (PAD). The proposed programme is mapped against the Standards for specialist education and practice (NMC, 2001). The programme is delivered at the Scottish credit and qualifications framework (SCQF) academic level 11. The full-time programme is normally 52 weeks delivered over one year full-time. The part-time route commences in January and runs over 15 months or 65 weeks.

This approval visit was undertaken via remote means due to the COVID-19 pandemic.

The discussions at the approval visit confirm and support the submitted documentary evidence of effective partnership working between the university and their key stakeholders. Discussion at the visit also yielded evidence of joint teaching and delivery of the programme with stakeholders and service users. Stakeholder and service user involvement in the development of the programme submitted for approval is not evident.

The documentation and evidence from the approval visit confirm that arrangements at programme level do not meet the Standards framework for nursing and midwifery education (SFNME) and is subject to two conditions. The Standards for student supervision and assessment (SSSA) are subject to one condition.

The programme is recommended to the NMC for approval subject to three conditions plus one university condition. No recommendations are made.

24 July 2020:

Evidence is provided to meet the three conditions plus one university condition. The SFNME and the SSSA are now met at programme level. The conditions and related standards/requirements are now met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition two: Demonstrate how service users and students are involved in the design, development, delivery, evaluation, and co-production of the programme. (SFNME R1.12)</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>Condition three: Demonstrate how SPQ DN students will be made aware of who the nominated person is for each practice setting, within student facing documentation. (SSSA R1.5)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: Provide student facing programme planners for SPQ DN including the period of programme consolidation for full-time and part-time routes. (SFNME R3.2)</p> <p>Condition four: Review and update the documentation to ensure accuracy, completeness and consistency in line with discussions at the event, and to address points communicated separately in writing. (University condition)</p>
Date condition(s) to be met:	23 June 2020
Recommendations to enhance the programme delivery:	None identified

Focused areas for future monitoring:

Implementation of the SSSA, in particular the relationship between practice supervisor and practice assessors.

Service user and carer (SUC) involvement in programme co-production.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Student facing planners have been provided by the programme team that confirm the period of consolidation for both full-time and part-time students. Condition one is now met.

A plan of SUC involvement in the SPQ programme has been provided. The programme team will monitor the effectiveness of this approach. Condition two is now met.

Student facing documentation has been provided that clearly outlines how the nominated person for each practice setting will be identified and recorded. Condition three is met.

The university condition (condition four) is confirmed by the approval Chair as met.

The SFNME is now met.

The SSSA is now met.

The Standards for specialist education and practice are now met.

AEI Observations	Observations have been made by the education institution No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	24 July 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 and midwives (NMC, 2015)

QA Handbook (September 2018 updated July 2019)

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

Please refer to the following NMC standards reference points for this section:

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC Standards for student supervision and assessment

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment
Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and

progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

The university has a long-standing practice of working in partnership with relevant stakeholders such as patients and carers and students on the current SPQ DN programme. Examples discussed at the visit include co-teaching with SUC in the delivery and assessment of students, including service user testimonies and observed, structured clinical assessments (OSCA). Service users at the approval event confirm their involvement with teaching at the university and practice assessment in the form of simulation at the university, particularly within OSCAs. The programme team confirm that SUC will be involved in future SPQ DN programme planning meetings, alongside the practice learning partners (PLPs). SUC feedback is an integral element of the SPQ DN practice assessment and is recorded within the student's PAD. SUCs will be involved in the delivery and evaluation of the programme in the future. SUCs confirm their willingness to participate in the ongoing development, delivery and evaluation of students undertaking the SPQ DN programme.

Partnership working is evidenced by the university and PLPs working closely to support the development and implementation of the SSSA (NMC, 2018). PLPs confirmed that they have a clear process to ensure that the practice supervisor and practice assessor meet the standards (NMC 2018). The criteria for practice supervisors and practice assessors is detailed in the SPQ DN programme specification.

Students confirm that they are engaged in evaluation of the current programme and are aware of the development of the proposed programme.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway one: Standards framework for nursing and midwifery education and.

Not Met

There is evidence within the submitted documentation that the AEI works in partnership with PLPs, service users, students and stakeholders. There is no documentary evidence of meetings held with students or SUC groups to discuss the proposed new SPQ DN programme.

Whilst PLPs confirm that they work closely with the AEI and are kept abreast of programme development and delivery, the design of the programme requires involvement of service users and all stakeholders.

The programme team are required to develop a plan for student and service user design, development, delivery, evaluation, and co-production of the programme. (Condition two)

At the visit, the programme team discussed the student journey through the programme for full-time and part-time students. This is not reflected in the programme documentation. The SPQ DN programme documentation does not provide a clear journey through the programme for students undertaking the full-time or part-time route. The period of consolidation is not identified within the programme documentation. Documentation needs to be reviewed and amended to include programme planners for students undertaking either the full-time or part-time route. (Condition one)

Gateway two: Standards for student supervision and assessment

Not Met

Documentation generated from the AEI and within the National framework for practice supervisors, practice assessors and academic assessors in Scotland, produced by NES, (2019) demonstrates adherence to the standards.

The programme team model their practice supervision and practice assessment to ensure that practice supervisors and practice assessors are available for students. Students confirm that the level of supervision and assessment received in practice is appropriate to meet their needs.

At the visit, the programme team and PLPs could not clearly articulate the process for identification of the nominated person, as required within the National framework for practice supervisors, practice assessors and academic assessors in

Scotland, produced by NES (2019). PLPs did however confirm their commitment to enabling practitioners to be prepared to undertake the role of practice supervisor and assessor.

The programme team are required to demonstrate how SPQ DN students will be made aware of the nominated person within the student facing documentation. (Condition three)

If not met, state reason

The SPQ DN programme documentation does not provide a clear journey through the programme for students undertaking the full-time or part-time route. The period of consolidation is not identified within the programme documentation. Documentation therefore requires review and amendments to include programme planners for students undertaking the full-time or part-time route. This will provide information to enable students to navigate through the programme both in the theory and practice elements.

Condition one: Provide student facing programme planners for SPQ DN including the period of programme consolidation for full-time and part-time routes. (SFNME R3.2)

Whilst service users are engaged in delivery of the programme and student views sought by the programme team, including evaluation, the proposed SPQ DN programme has not been developed in partnership with service users and students. This does not meet the SFNME (NMC, 2018) and requires addressing. Documentation needs to be reviewed and amended to include a plan for service user and student involvement in the programme.

Condition two: Demonstrate how service users and students are involved in the design, development, delivery, evaluation, and co-production of the programme. (SFNME R1.12)

The SPQ DN student facing documentation does not articulate how SPQ DN students are made aware of who is the nominated person for each practice setting. The nominated person being the person responsible for actively supporting students and addressing student concerns. This does not meet the SSSA (NMC, 2018) and is required within the National framework for practice supervisors, practice assessors and academic assessors in Scotland, produced by NES (2019).

Condition three: Demonstrate how SPQ DN students will be made aware of who the nominated person is for each practice setting, within student facing documentation. (SSSA R1.5)

Post Event Review

Identify how the condition is met:

Condition one: Student facing planners have been provided by the programme team that confirm the period of consolidation for both full-time and part-time students. Condition one is now met.

Evidence:

Pathway planners within the specialist practitioner district nursing learner induction resource, undated

PGDip person centred practice, district nursing learners programme handbook, undated

Evidencing specialist practice in district nursing portfolio handbook, July 2020

Condition two: A plan of SUC involvement in the SPQ programme has been provided. The programme team will monitor the effectiveness of this approach. Condition two is met.

Evidence:

QMU SUC document, June 2020

QMU Teaching and learning delivery and enhancement group (TALDEG) objectives action plan, appendix 18, June 2020

QMU SUC Activities - Implementation Plan for SPQ DN programme, 12 July 2020

QMU care measure tool, 2004

Condition three: Student facing documentation is provided by the programme team that clearly outlines how the nominated person for each practice setting will be identified. Condition three is now met.

Evidence:

QMU Evidencing specialist practice in district nursing portfolio handbook, July 2020

Excerpt from evidencing specialist practice in district nursing portfolio, 22 July, 2020

Screenshot of updated learner information portfolio, 22 July, 2020

Copy of sample SPQ DN learner tracker, 22 July 2020

Date condition(s) met: 24 July 2020

Revised outcome after condition(s) met:

Met

Conditions one, two and three are now met.

SFNME R1.12 and R3.2, are now met.

SSSA R1.5 is now met.

Community Practitioner Nurse Prescriber (V100)31/07/2017

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

N/A

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

N/A

OR

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

N/A

Proposed transfer of current students to the programme under review

Education institutions and their practice learning partners may propose to transfer current students to the programme under review. Evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3 confirming how the Standards for specialist education and practice (NMC, 2001) will be met.

Proposed transfer of current students to the programme under review

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

The AEI have confirmed that current students comprising of two cohorts: March 2019 and September 2019 cohort will remain on the current programme. The students who commenced in January 2020 will begin the proposed programme in

September 2020. This is as a consequence of the current local practice partners' response to the Covid-19 pandemic. These students had only received three days of teaching prior to the pandemic and the AEI confirm that they will not be disadvantaged. Transfer arrangements for all cohorts are clearly outlined in the programme documentation and the programme team confirm that the Standards for specialist education and practice will be met by the implementation of these arrangements.

Students consulted at the approval visit confirm that they will stay on the existing programme. The programme team at the approval event confirm that students commencing in January 2020 will complete the entirety of the proposed programme, once approved.

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.

Narrative within gateway three indicates that current students will remain supported via the Standards to support learning and assessment in practice (SLAiP, 2008) approach. As a consequence of the Covid-19 pandemic, January 2020 students will recommence in September 2020. At the approval event, the programme team assured the panel that these students' practice support will reflect the SSSA model.

Students and PLPs confirm that they are fully aware of the requirements of the SSSA.

Programme standards - Standards for specialist education and practice

Recording the qualification of specialist practice

Standard 9: Entry requirements

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

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: 11 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 documentary evidence confirms that the programme consists of 50 percent core and 50 percent specific content. The combination of core and specific modules provide reassurance that core modules are no less than one third and no more than two thirds of total programme. This combination of core and specific content is made clear by identification of core and specific modules within programme documents. The programme team and PLPs confirm that the modules are delivered to reflect this model.

- **A coherent programme of learning**

Met

The programme offers a coherent structure of learning, utilising a range of teaching, learning and assessment methods for theory and practice learning. The combination of core and specific modules provide reassurance that core modules are no less than one third and no more than two thirds of total programme. The documentation demonstrates, and programme team at the visit confirm that this is supported by having a 50:50 split of theory and practice learning. The duration and delivery pattern of the programme is shared with students at the point of application and reiterated to them when they commence. Discussion at the approval event with students and PLPs confirms that student progression is monitored and confirmed at regular stages, both in theory and in practice elements of the programme.

- **Flexible modes of delivery**

Met

The documentary evidence states that the programme can be accessed full-time over one year or part-time over two years. There is also the option of completing a dissertation within seven years of achieving the post graduate diploma and district nursing specialist practice qualification.

The modes of delivery, discussed at the approval event with the programme team and stakeholders, confirm flexibility and a range of pedagogical approaches. Face-to-face teaching is combined with online resources and delivery. The programme team confirm that they are proficient in online delivery, and recruitment and selection of new staff includes the requirement to deliver across a range of modes, including online, face to face and distance learning.

• **Linked to higher education accreditation**

Met

The approval visit was a conjoint NMC approval and university validation event for the programme, leading to a postgraduate diploma in person-centred practice district nursing, which sits within QMU's MSc Person-centred practice framework.

• **Credit for APL and APEL**

Met

The programme team confirmed that clear accreditation of prior learning (APL) and accreditation of prior experiential learning (APEL) (also known as recognition of prior learning (RPL) and recognition of prior experiential learning (RPEL)) arrangements are in place to enable this process for students to gain recognition of their prior learning for up to 50 per cent of the programme. This is confirmed within the programme documentation.

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: 11 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 content, via programme and module learning outcomes, is mapped to the SPQ DN standards. This is evidenced within the documentation and the programme team and PLPs confirm this. The e-portfolio assesses practical application of all proficiencies and the presentation for the approval visit confirms a comprehensive review of all learning outcomes within the tripartite meetings with the student, practice assessor and programme team. Practice supervisors and assessors confirm that this approach ensures that all learning outcomes are met and recorded within the e-portfolio.

The programme team and PLPs at the visit confirm that Standards are met in both theory and practice. The integrated nature of the programme means that the core Standards are addressed across all modules. Students confirm that they are required to map all their learning during the programme against the NMC (2001)

Standards for specialist education and practice within their practice portfolio. This is assessed by practice assessors and academic assessors and informed by feedback from practice supervisors.

Outcome

Is the standard met?

Met

Date: 11 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

Mapping of the module content to the common core specialist practice outcomes is included in the documentary evidence and confirms that common core content is comprehensively addressed. This is reflected in the module descriptors. The programme team, PLPs and students confirm that the content is appropriate and

facilitates development of the specialist practitioner proficiencies.

Outcome

Is the standard met?

Met

Date: 11 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 common core learning outcomes are mapped to the programme content within the validation document appendices. Documentary analysis confirms that the programme reflects the core standards.

Students and PLPs confirm that they are aware of and understand the requirements of this element of the programme, which is evidenced and assessed in the e-portfolio.

Learning outcomes are split down across the four broad areas of practice.

Students are visited in practice periodically by academic assessors in tripartite meetings with the practice assessor and student, to observe allocated learners, in order to inform the decisions about their assessment and progression.

Practice supervisors and assessors as well as students confirm their understanding of the requirements of the common core learning outcomes and how to evidence them within the portfolio of practice.

Outcome

Is the standard met?

Met

Date: 11 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
<ul style="list-style-type: none"> Standards for entry
<p><i>Evidence provides assurance that the standards for entry are met:</i></p> <p>Yes</p>
Outcome
<p>Is the standard met?</p> <p>Met Date: 11 May 2020</p>
Post Event Review
Identify how the condition is met:
<p>Date condition(s) met:</p> <p>N/A</p> <p>Revised outcome after condition(s) met:</p> <p>N/A</p>

Programme specific standards
<p>Specific learning outcomes</p> <ul style="list-style-type: none"> 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

Analysis of the documentation confirms that the programme content, via the programme learning outcomes and module content, is mapped to the programme specific standards for specialist practice: district nursing.

The programme team provide assurance at the approval visit that the programme specific standards are addressed within the modules in both theory and practice elements, and assessed in both theory and practice.

Students and PLPs 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 specific learning outcomes.

SUC feedback is required and recorded within the e-portfolio to evidence progression in DN practice and provide opportunities for reflection on progression with practice supervisors and assessors.

The learning contracts within the e-portfolio are created by the student with their practice assessor's support and directly mapped to the common core and programme specific standards.

Practice assessors at the visit identified their engagement with and understanding of the requirements of practice assessment linked to the programme specific standards.

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: 11 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

Human and physical resources in relation to the programme team and the availability of practice learning support are confirmed within the documentary evidence.

Senior PLPs confirm that they value and support delivery of the programme, as well as having sufficient practice supervisors and practice assessors to support SPQ DN students in practice. PLPs confirm their commitment to releasing practitioners to be prepared to undertake the role of practice supervisor and assessor.

Students confirm that they receive comprehensive support for their progression

through the programme from the university programme team and the practice supervisors and assessors.

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

No

At the visit, the programme team and PLPs could not clearly identify the process for identification of the nominated person, as required within the National framework for practice supervisors, practice assessors and academic assessors in Scotland, produced by NES (2019) and the SSSA R1.5. PLPs did however confirm their commitment to enabling practitioners to be prepared to undertake the role of practice supervisor and assessor and in providing sufficient time for practice supervisors and assessors to undertake the role.

The programme team were asked to make the identification of the nominated person clear within student facing documentation. (Condition three)

Outcome

Is the standard met?

Not Met

The programme team were asked to make the identification of the nominated person clear within student facing documentation.

Condition three: Demonstrate how SPQ DN students will be made aware of who the nominated person is for each practice setting, within student facing documentation. (SSSA R1.5)

Date: 11 May 2020

Post Event Review

Identify how the condition is met:

Student facing documentation has been updated by the programme that clearly outlines how the nominated person for each practice setting will be identified and recorded. Condition three is now met.

Evidence:

QMU Evidencing specialist practice in district nursing portfolio handbook, July 2020

Excerpt from evidencing specialist practice in district nursing portfolio, 22 July, 2020

Screenshot of updated learner information portfolio, 22 July, 2020

Copy of sample SPQ DN learner tracker, 22 July 2020

Date condition(s) met: 24 July 2020

Revised outcome after condition(s) met:

Met

Condition three is now met.

Assurance is provided that the SSSA R1.5 is now met.

Section four

Source of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Please specify field/route PG diploma specialist practice: district nursing with integrated V300	
Student facing documentation including: programme handbook	Yes
Please specify field/route PG diploma specialist practice: district nursing with integrated V300	
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: SPQ DN pathway validation document, April 2020 QMU division of nursing strategy, 2019-2022 Evidencing specialist practice district nursing portfolio, 2020 Recognition of APL, January 2020 Programme specification SPQ DN, undated Post approval visit documentary evidence to meet conditions: Programme approval report response document, undated Response to conditions document, undated Screenshot of specialist practitioner district nursing learner induction resource, undated PG dip person-centred practice district nursing programme handbook, undated Care measure tool, undated Evidencing specialist practice in district nursing portfolio handbook, undated District nursing pathway validation document, undated	

<p>Updated evidencing specialist practice in district nursing portfolio handbook, July 2020</p> <p>Excerpt from updated evidencing specialist practice in district nursing portfolio, 22 July, 2020</p> <p>Screenshot of updated learner information portfolio, 22 July, 2020</p> <p>Copy of sample SPQ DN learner tracker, 22 July 2020</p> <p>Pathway planners within the specialist practitioner district nursing learner induction resource, undated</p> <p>Pg Dip PCP district nursing learners programme handbook, July 2020</p> <p>Evidencing specialist practice in district nursing portfolio handbook, 22 July 2020</p> <p>Service user and carer document, appendix 17, June 2020</p> <p>TALDEG objectives action plan, appendix 18, June 2020</p> <p>SUC Activities - Implementation Plan for SPDN programme, 12 July 2020</p> <p>Care measure tool, 2004</p>
<p>If you stated no above, please provide the reason and mitigation</p>
<p>Additional comments:</p>

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
<p>If yes, please identify cohort year/programme of study:</p> <p>Current SPQ DN and V100 prescribing learner (Sept 19 full-time), NHS Lothian</p> <p>Current SPQ DN and V100/V300 prescribing learner (Sept 19 full-time), NHS Fife</p> <p>Current SPQ DN learner (Jan 20 part-time), NHS Fife</p>	
Service users and carers	Yes
<p>If you stated no above, please provide the reason and mitigation</p>	
<p>Additional comments:</p>	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No

Technology enhanced learning Virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation QMU is an established AEI and provider of NMC programmes. A resource check is not required.	
Additional comments:	

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Issue record

Final Report

Author	Wendy Wesson	Date	20 May 2020
Checked by	Pamela Page	Date	24 July 2020
Submitted by	Lucy Percival	Date	03 August 2020
Approved by	Helen Shapcott	Date	04 August 2020