Programme approval report

Section one

Programme provider name:	Cardiff University
Programmes reviewed:	**Specialist community public health nursing:** Health visiting ☒ Health visiting with integrated independent and supplementary prescribing (V300) ☐ School nurse ☐ School nurse with integrated independent and supplementary prescribing (V300) ☐ Occupational health nurse ☐ Occupational health nurse with integrated independent and supplementary prescribing (V300) ☐ Public health nurse ☐ Public health nurse with integrated independent and supplementary prescribing (V300) ☐ **Specialist community public health nursing (NMC 2022) apprenticeship:** Health visiting apprenticeship ☐ Health visiting with integrated independent and supplementary prescribing (V300) apprenticeship ☐ School nurse apprenticeship ☐

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	School nurse with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Occupational health nurse apprenticeship ☐
	Occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Public health nurse apprenticeship ☐
	Public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship ☐
Title of programme(s):	MSc Specialist Community Public Health Nursing PgDip Specialist Community Public Health Nursing

Academic levels:	
SCPHN health visiting	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN school nurse	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11

SCPHN school nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN occupational health nurse	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN public health nurse	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN health visiting apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN school nurse apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF

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	☐ Level 11
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN occupational health nurse apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
Date of approval visit:	15 March 2024
Programme start date:	
SCPHN health visiting	16 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	
SCPHN school nurse with integrated independent and supplementary prescribing (V300)	
SCPHN occupational health nurse	

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SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN public health nurse	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN health visiting apprenticeship	
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN school nurse apprenticeship	
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN occupational health nurse apprenticeship	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN public health nurse apprenticeship	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Robert Nettleton Lay Visitor: Carol Rowe

Summary of review and findings.

Cardiff University (CU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). CU is an established provider of specialist community public health nursing (SCPHN) education. The school of healthcare sciences (the school) are presenting for approval a post-registration Master of Science (MSc) SCPHN programme in health visiting (HV). The programme presented is 180 academic credits at level seven and is delivered full-time over 18 months and part-time over three years. The programme is delivered from the Heath Park West campus.

All students register for the MSc SCPHN HV programme but as all NMC standards and requirements are met by the time the student has completed 120 credits, students can choose to exit from the programme with a fall back exit award of postgraduate diploma (PgDip) that leads to eligibility to register as a SCPHN HV with the NMC. Students who continue their studies complete a further 60 credit optional module and a pass/fail dissertation learning contract module in either year two or three depending on full-time or part-time registration. Successful completion of the MSc SCPHN programme qualifies students to apply to the NMC to be added to the SCPHN part of the register. The PgDip SCPHN HV award which enables NMC SCPHN registration is also a fall back exit award for students who attempt but don't succeed in gaining the MSc SCPHN HV award. The programme doesn't include the independent and supplementary prescribing (V300) programme.

The proposed programme is developed to meet the Standards of proficiency for SCPHNs (SPSCPHN) (NMC, 2022) and the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023).

The All-Wales SCPHN practice assessment document (PAD) is adopted for the programme. The core PAD is already approved.

Entry to the programme is open to current NMC registered first level nurses or midwives who demonstrate the capability to study at level seven through written application and interview.

CU has secured Health Education and Improvement Wales (HEIW) commissioned funding to support a 2024 SCPHN HV cohort with up to 14 full-time and six part-time HV places for the PgDip component of the programme only. Students continuing to the MSc award fund the final 60 credits of study independently. There are application routes for local university health board (UHB) employees for the commissioned places and self-employed or self-funding registrants can apply for the programme with assurance that there's an identified practice learning partner (PLP) who meets CU quality requirements for a SCPHN placement. Applicants undertake joint CU and PLP interviews as part of the selection process.

The programme is developed in partnership with practice assessors, practice supervisors, PLPs, students and people who use services and carers (PUSCs).

The programme lead is a SCPHN HV with a team of two other SCPHN HV registrants. There are specialist guest lecturers and an experienced academic team within the school including adult nurses and midwives and two further SCPHN HVs to support the programme.

CU have robust processes in place to assure the governance, quality and continuous improvement of education in theory and practice learning. There's confirmation of exceptional reporting processes to the NMC where there are risks to the safety and quality of student learning, including relevant outcomes from external regulator reports.

The programme team is engaged in discussion with the marketing team on how to attract applicants from diverse backgrounds and ensure the marketing material represents inclusivity. Equality, diversity and inclusion (EDI) data at CU for attainment and progression isn't available at programme level, only school level. The school has an action plan for addressing this and there continues to be discussions with both the EDI committee and the race equality group. Students are encouraged to share reasonable adjustment plans with academic and practice learning staff at an early stage to ensure requirements are actioned.

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

The Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) are met at programme level.

The approval visit is undertaken by remote means.

The programme is recommended for approval subject to one NMC condition, one NMC and university condition and one university condition. One NMC recommendation is made.

Updated 19 April 2024:

Evidence is provided to meet the two NMC conditions. The university confirm the conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

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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:** Condition two: The programme team must update the learning contract template that's used during the final 60 credits of the programme to evidence that students who continue to complete the full MSc award are confirmed as competent in the SPSCPHN on completion of the award. (SFNME R2.12; SPRP R4.1, R4.9.1) **Education governance: management and quality assurance:** Condition one: The programme team must remove all remaining references to the V300 prescribing award from the SCPHN programme documentation. (SFNME R3.2; SPRP R2.1.1) (NMC and university condition) Condition three: The programme team must ensure that the programme documentation is reviewed and updated for any typographical errors or points of clarity. (University condition)

Date condition(s) to be met:	17 April 2024
Recommendations to enhance the programme delivery:	Recommendation one: The programme team should continue to build on inter-professional learning (IPL) opportunities across the SCPHN programme. (SFNME R1.13)
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: The CU team provide documents that previously contained references to the V300 prescribing award within the proposed SCPHN. References to the V300 prescribing award are now removed from the SCPHN programme documentation. Condition one is met. The programme team provide a learning contract template for use during the final 60 credits of the programme to assure that evidence is obtained and documented that students who continue to complete the full MSc award are confirmed as competent in the SPSCPHN on completion of the award. Clear guidance is provided for students, practice supervisors and practice assessors so that students' learning while undertaking the final 60 credits is aligned to the SPSCPHN and are confirmed under their signatures at the completion of their programme. Condition two is met. The programme team have reviewed and updated programme documentation for typographical errors or points of clarity submitted these documents for consideration. The university confirm that condition three is met.

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:	15 April 2024

Section three

NMC Programme standards
Please refer to NMC standards reference points: *Standards for post-registration education programmes* (NMC 2022, updated 2023) *Standards of proficiency for specialist community public health nurses* (NMC, 2022) *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) *Standards for student supervision and assessment* (NMC 2018, updated 2023) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2022)

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, 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, updated 2023) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:** S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, 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

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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 people who use services 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 people who use services contribute to student assessment

Standards for student supervision and assessment (NMC 2018, updated 2023)

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

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R1.8 students have opportunities to learn from a range of relevant people in
practice learning environments, including users of service, 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, people who use
services, students and any other stakeholders.**

Documentary evidence and discussions at the visit confirm established
relationships and effective partnership working at strategic and operational level
between CU, HEIW, PLPs, PUSCs and students.

There are regular contract and quality meetings with HEIW. The school escalate
any concerns through email or telephone exchanges with key individuals at the
HEIW or channel through the head of nursing to the All-Wales practice placement
reference group. The quality team undertake a monthly review of Healthcare
Inspectorate Wales (HIW) and Care Inspectorate Wales (CIW) reports. The
programme team and PLPs confirm liaison between the professional head and
PLPs to consider action plans and any joint decision to leave or remove students

depending on the risk to student learning if any areas are identified as within placement allocations. Senior PLP managers from the three UHB's confirm they meet every four to six weeks to review, evaluate and develop practice learning.

CU have signed contractual agreements in place with the PLPs. The agreements confirm resources and support are in place to provide practice learning opportunities for students. At the visit senior PLP managers confirm that students are given protected learning time to undertake placements and to study for the duration of the programme. They confirm they work in partnership with CU to ensure that there are sufficient practice assessors and practice supervisors in place. There's evidence of strategic and operational partnership working between CU and PLPs who are part of the 'Once for Wales' partnership approach to the implementation and operationalisation of the SSSA.

The programme is designed and developed in collaboration with PLPs, students and PUSCs. Co-production engagement logs and notes of meetings confirm a range of collaborative events with the programme development team over the last two years. The programme is informed by emerging themes from these events and decisions are made in partnership.

Documentary evidence and the visit confirm PLP contributions are reflected in the programme. These include offering a PgDip exit award, maintaining full and part-time routes, the balance of theory and practice in the programme and the decision to remove the optional independent and supplementary prescribing (V300) module from the programme. Practice supervisors and practice assessors tell us of their involvement in developing module descriptors, assessments and assessment criteria and co-production of educational packages for practice supervisors and practice assessors to support understanding of the programme and their roles. The visit confirms partnership working of PLPs, practice supervisors and practice assessors and the programme team in resolving practice learning issues or student concerns in a timely manner.

CU is committed to the involvement of PUSCs in their NMC programmes. There's a public and patient involvement and engagement (PPIE) group, a PPIE academic lead in the school and a PPIE strategy. There's a clear implementation plan for PUSC involvement in recruitment, delivery and assessment in the programme. Training and preparation for the roles including EDI training, is delivered and is confirmed by a PPIE member at the visit. Two users of HV services tell us their suggestions of programme content including neurodiversity, sleep management and greater involvement of fathers and partners at core contacts are reflected in the programme. PUSCs tell us of their willingness to be involved in selection of students, sharing their lived experience and assessments. The programme team and documentary evidence confirm opportunities to review applications, develop interview questions, interview and contribute in the delivery of the programme and assessment of students.

Co-production logs, students and recent SCPHN graduates at the visit confirm their contributions in the development of the programme are incorporated in the proposed SCPHN programme. These include increased theoretical content for typical/atypical child development, neurodiversity, fundamentals of HV practice such as toileting and behaviour and sequencing of modules for part-time students to ensure HV practice is explored in year one. Study days are to replace reading weeks allowing increased flexibility for practice learning and annual leave allocation provides more balance.

Students tell us they provide feedback through module evaluations of theory and practice elements and end of programme evaluations. Two students tell us of their role as student representatives to the staff student liaison group.

Documentary evidence and the approval visit confirm there are some opportunities in theoretical sessions for IPL with educational psychology and social work students. Shared learning modules with students on specialist practice qualification (SPQ) programmes aren't scheduled for the 2024 cohort but are proposed in the future. In practice there are spoke learning opportunities and five days of alternative learning where IPL is encouraged. The programme team are recommended to build on current IPL opportunities. (Recommendation one)

Recruitment to the programme is collaborative with PLPs through postgraduate open days, UHB events, promotion on social media channels and webinars. Interview panels comprise PLPs, programme team members and PUSCs.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education*

MET ☒   **NOT MET** ☐

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, 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 is met:
N/A
Date condition(s) met:
N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐

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N/A

Independent/Supplementary Prescriber (V300)
Please indicate whether the V300 is a compulsory or optional element of the Specialist community public health nursing programme. **Optional** ☐ **Compulsory** ☐ **N/A** ☒ The independent and supplementary (V300) prescribing programme isn't included as an element of the proposed SCPHN HV programme. Please indicate whether the V300 is to be approved at this event against the *Standards for prescribing programmes* and *Standards of proficiency for nurse and midwife prescriber* *(adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2021)* **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:

Student journey through the programme
Standard 1: Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 ensure that the applicant is an: R1.1.1 NMC registered nurse (level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Specialist Community Public Health Nurse (SCPHN) programme before being considered as eligible to apply for entry R1.1.2 NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry R1.2 confirm on entry that each applicant selected to undertake a SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme

R1.3 provide opportunities that enable eligible NMC registered nurses and/or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme

R1.4 provide opportunities that enable eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme

R1.5 confirm that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected learning time, to enable students to undertake and be appropriately supported throughout the programme

R1.6 consider recognition of prior learning that is capable of being mapped to the:

R1.6.1 programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice

R1.6.2 programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice

R1.7 where programmes intend to offer SCPHN and/or SPQ students admission to an NMC approved independent/supplementary (V300) prescribing programme consider recognition of prior learning that is capable of being mapped to the *Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers for applicants*, and

R1.8 where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing qualification to SCPHN and/or SPQ students, ensure that the applicant is a registered nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry.

Standards framework for nursing and midwifery education, specifically R2.6, R2.7, R2.8, R2.9, R2.11

Proposed transfer of current students to the programme under review
Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the *Standards for post-registration education programmes* (NMC 2022, updated 2023).

Proposed transfer of current students to the *Standards for student supervision and assessment* (NMC 2018, updated 2023).

Demonstrate a robust process to transfer current students onto the *Standards for student supervision and assessment* (NMC 2018, updated 2023).

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met:

- Evidence of processes to ensure that the applicant is a NMC registered nurse (level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Specialist Community Public Health Nurse (SCPHN) programme before being considered as eligible to apply for entry (R1.1.1)

    YES ☒ **NO** ☐ **N/A** ☐

- Evidence of processes to ensure that the applicant is a NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry (R1.1.2)

    N/A ☒

An SPQ programme isn't proposed.

- Processes are in place to confirm on entry that each applicant selected to undertake a SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme (R1.2)

    YES ☒ **NO** ☐

- Evidence of selection process that demonstrates opportunities that enable eligible NMC registered nurses and/or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme (R1.3)

    YES ☒ **NO** ☐ **N/A** ☐

- Evidence of selection process that demonstrates opportunities that enable eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme (R1.4)

    N/A ☒

An SPQ programme isn't proposed.

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 QA approval criteria below is met or not met

- Evidence that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected learning time, to enable students to undertake and be appropriately supported throughout the programme (R1.5)

    MET ☒ **NOT MET** ☐

R1.5 is met. There's documentary evidence of a governance structure that provides oversight of the quality of practice learning. There are signed All Wales local level agreements (LLA) for the three UHBs. The LLA provides assurance that students are supported in practice to complete the educational activities and regulatory requirements of the programme.

Protected learning time is defined and the requirement is documented in the student programme handbook and practice supervisor and practice assessor handbook. At the visit, senior PLP managers and students confirm support for protected learning time. PLPs work in partnership with CU to confirm that they're allocating appropriately qualified and prepared practice supervisors and practice assessors for each of the students. Recognition of prior learning (RPL) self-declarations by practice supervisors and practice assessors to confirm they fulfil the requirements for SCPHN preceptorship or experience and practice assessor and practice supervisor preparation are recorded by the PLP and reviewed annually at personal development reviews.

Records of confirmed practice supervisors and practice assessors and protected learning time are included in All Wales educational audits which are completed biennially.

Ongoing role support is fostered through regular practice supervisor and practice assessor forums. Practice assessors and practice supervisors tell us they're well prepared and supported in their role.

Documentary evidence confirms there are programme quality leads as well as organisational leads with responsibility for the quality of practice learning. The programme team and senior managers from the UHB's confirm there are meetings every four to six weeks to review, evaluate and develop practice learning experiences.

There are processes to manage risks to the safety and quality of SCPHN education including policies for escalation of concern. Students, practice assessors and practice supervisors confirm that they're aware of these processes and policies and understand how to use them.

Governance structures are in place for self-funded and self-employed students. The school senior staff tell us that they negotiate with PLPs to find a placement and there are processes for new placements to be approved should this be required to accommodate applicants. The terms of LLAs apply to all students, ensuring that students experience the same support through the programme. There are student contracts for self-funded and self-employed students for practice learning.

Evidence provides assurance that the following QA approval criteria are met:

- Processes are in place to consider recognition of prior learning that is capable of being mapped to programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice (R1.6.1)

YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to consider recognition of prior learning that is capable of being mapped to programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice (R1.6.2)

N/A ☒

An SPQ programme isn't proposed.

- Where programmes intend to offer SCPHN and/or SPQ students admission to an NMC approved independent/supplementary (V300) prescribing programme processes are in place to consider recognition of prior learning that is capable of being mapped to the *Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers for applicants* (R1.7)

YES ☐   **NO** ☐   **N/A** ☒

An independent and supplementary (V300) prescribing programme isn't proposed.

- Where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing qualification to SCPHN and/or SPQ students, there is evidence of processes to ensure that the applicant is a registered nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry (R1.8)

YES ☐   **NO** ☐   **N/A** ☒

An independent and supplementary (V300) prescribing programme isn't proposed.

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the *Standards for post-registration education programmes* and *Standards of proficiency for specialist community public health nurses (NMC, 2022)* will be met through the transfer of existing students onto the proposed programme.

Transfer of students isn't proposed. There's a teach out of the existing PgDip HV programme so students will complete by 2024, before the start of the proposed programme. There are arrangements for students who take an interruption of studies to be managed on an individual basis.

Proposed transfer of current students to the _Standards for student supervision and assessment (SSSA)_ (NMC 2018, updated 2023).
From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment. All students on the current SCPHN programme are supervised in line with the SSSA, which was implemented for programmes in September 2020.
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:** 15 March 2024

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 2: Curriculum
Approved education institutions, together with practice learning partners, must: R2.1 confirm programmes comply with the NMC _Standards framework for nursing and midwifery education_ including the confirmation of appropriately qualified and experienced people for programme delivery for: R2.1.1 all selected fields of SCPHN practice and/or SCPHN PHN practice and/or for R2.1.2 all selected fields of community nursing SPQ practice and/or in other specified fields of community nursing SPQ in health and social care practice R2.2 confirm SCPHN and/or SPQ programmes comply with the NMC _Standards for student supervision and assessment_

R2.3 confirm SCPHN and/or community nursing SPQ programmes that include admission to NMC approved prescribing qualification comply with the NMC *Standards for prescribing programmes*

R2.4 state routes within the programme for:

R2.4.1 students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse

R2.4.2 students to enter the SCPHN register for the public health nurse qualification

R2.4.3 students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing

R2.4.4 students to annotate their registration in community nursing SPQ practice in health and social care

R2.5 ensure programme learning outcomes reflect the:

R2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing

R2.5.2 core standards of proficiency for SCPHN that are tailored to public health nursing

R2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice

R2.6 set out the general and professional content necessary to meet the:

R2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,

R2.6.2 core standards of proficiency for SCPHN public health nurse qualification

R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care

R2.7 set out the content necessary to meet the programme outcomes for each intended field of:

R2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,

R2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care

R2.8 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies

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R2.9 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment

R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and

R2.11 ensure programmes are:

R2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award

R2.11.2 no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes.

Standards framework for nursing and midwifery education, specifically R1.9, R1.13; R2.2, R2.15, R2.17, R2.19, R2.20, R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R3.16; R5.1 - R5.16.

Standards for student supervision and assessment, specifically R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met:

R2.1 There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* including the confirmation of appropriately qualified and experienced people for programme delivery for:

- all selected fields of SCPHN practice and/or SCPHN PHN practice (R2.1.1)

  YES ☐ **NO** ☒ **N/A** ☐

R2.1.1 is not met. CU removed the V300 prescribing award from the programme prior to the approval visit. Some reference to V300 remains in the programme documentation and needs to be removed to ensure accuracy of information related to the curriculum. (Condition one)

- all selected fields of community nursing SPQ practice and/or in other specified fields of community nursing SPQ in health and social care practice (R2.1.2)

  N/A ☒

An SPQ programme isn't proposed.

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)

  YES ☒ **NO** ☐

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- Where programmes intend to offer admission to an NMC approved independent/supplementary prescribing qualification to SCPHN and/or SPQ students, there is evidence that the prescribing qualification complies with the NMC *Standards for prescribing programmes* (R2.3)

YES ☐   **NO** ☐   **N/A** ☒

An independent and supplementary (V300) prescribing programme isn't proposed.

R2.4 There is evidence that routes are stated within the programme for:

- students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse (R2.4.1)

YES ☒   **NO** ☐   **N/A** ☐

- students to enter the SCPHN register for the public health nurse qualification (R2.4.2)

YES ☐   **NO** ☐   **N/A** ☒

A public health nurse route isn't offered.

- students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R2.4.3)

N/A ☒

An SPQ programme isn't proposed.

- students to annotate their registration in community nursing SPQ practice in health and social care (R2.4.4)

N/A ☒

An SPQ programme isn't proposed.

R2.5 There is evidence to ensure programme learning outcomes reflect the:

- core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing (R2.5.1)

YES ☒   **NO** ☐   **N/A** ☐

- core standards of proficiency for SCPHN that are tailored to public health nursing (R2.5.2)

YES ☐   **NO** ☐   **N/A** ☒

A public health nurse route isn't offered.

- standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice (R2.5.3)

N/A ☒

An SPQ programme isn't proposed.

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 QA approval criteria below is met or not met.

R2.6 There is evidence that sets out the general and professional content necessary to meet the:

- core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing (R2.6.1)

MET ☒   **NOT MET** ☐   **N/A** ☐

R2.6.1 is met. Documentary evidence and meetings at the visit confirm that there's general and professional content necessary to meet the core and field SPSCPHN for HV. Students study six core modules (120 credits) at level seven. There's a non-credit bearing practice learning module that leads to confirmation of demonstration of all SPSCPHN for HV in the All-Wales PAD. Successful completion of the 120 credits allows students to exit from the programme with a PgDip SCPHN HV award. Students who continue for the full MSc award complete an additional 60 credit level seven dissertation module either as a work-based project or systematic review of literature in an area of SCPHN practice and a pass/fail 'developing a dissertation practice learning contract' module. There are no shared modules for the 2024 cohort.

Module templates set out the general and professional content of the programme.

The programme's designed to include universal, targeted and specialist services to children and young people aged 0-19. The general content of modules has a family centred approach and includes a focus on population health and health improvement including social determinants of health and health inequalities and child protection and safeguarding. The use of data, research and evidence in contemporary health and social care, with a particular emphasis on applied change management is included. Professional role, leadership and collaborative working in SCPHN practice are also developed through the programme. Practice

experience throughout the programme enables early application of theoretical concepts. Students progressing to the full MSc award undertake an optional module in an area that's relevant to the SCPHN HV award and spend time in practice to confirm competence in the SPSCPHN at completion of the programme.

General content also includes bespoke sessions in each of the theoretical modules developing skills aligned to the summative assessment requirements, for example digital literacy and presentation skills.

The All-Wales PAD is adopted for the programme. Practice supervisors and practice assessors tell us of their involvement in its development. Additional journaling documents for reflection on learning experiences are located on the PebblePad platform alongside the PAD.

Documentation shows mapping of module learning outcomes and the PAD to the SPSCPHN and indicates where core and field specific SPSCPHN are met for HV. Core and field specific SPSCPHN are demonstrated in the PAD. All elements of the theoretical programme and the field specific PAD must be completed to demonstrate that core and field specific SPSCPHN are met by the end of the programme. There's no compensation in theory or practice.

- core standards of proficiency for SCPHN public health nurse qualification (R2.6.2)

MET ☐ **NOT MET** ☐ **N/A** ☒

A public health nurse route isn't offered.

- standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care (R2.6.3)

N/A ☒

An SPQ programme isn't proposed.

R2.7 There is evidence that sets out the content necessary to meet the programme outcomes for each intended field of:

- SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing (R2.7.1)

MET ☒ **NOT MET** ☐

R2.7.1 is met. The module templates detail the content necessary to meet the module outcomes for the intended field of SCPHN HV. The module learning

outcomes are mapped to the SPSCHPN and to the programme learning outcomes. Mapping demonstrates that the module content and the content of the PAD enables students to meet the programme learning outcomes within the field of HV.

Documentary evidence and the senior CU team tells us that the core programme team is suitably qualified to deliver the programme. There's currently a team of three SCPHN HVs and two further SCPHN HVs in the school. Subject specialist guest lecturers also contribute to the programme and the programme is supported by experienced academics in the school including, adult nurses, midwives and physiotherapists.

- community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care (R2.7.2)

N/A ☒

An SPQ programme isn't proposed.

- Evidence to ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies (R2.8)

MET ☒   **NOT MET** ☐

R2.8 is met. Documentary evidence and the approval visit confirms that the curriculum provides a balance of theoretical and practice learning opportunities over 45 scheduled programme weeks (pro rata for part-time students) for those who exit at the PgDip stage. The programme is delivered over three semesters with a 40/60 split of theory and practice. Programme planners demonstrate how the programme is structured with full-time students experiencing predominantly a mix of theory days and practice days in each week of the programme, whilst part-time students have theoretical and practice blocks. Independent study days are also programmed. The PgDip programme culminates in a 40-day period of continuous practice learning to enable students to work under supervision and manage a small caseload of clients.

Students electing to continue to complete the full MSc award undertake a six-month full-time or 12-month part-time dissertation module. Taught elements of the dissertation module options are specified on the programme plans. A supplementary dissertation learning contract document specifies a requirement for 24 days (180 hrs) of protected learning time and 10 days (75 hours) of cumulative protected practice time in which students continue to demonstrate and are confirmed as competent in the SPSCPHN on completion of the award.

As part of the co-production of the programme consultation and feedback gathered from PLPs, practice supervisors and practice assessors, PUSCs and students influenced the final balance of theory and practice within the programme.

The programme delivers a blended learning approach to teaching and learning. Module templates confirm that a range of learning and teaching strategies are utilised including lectures, seminars, tutorials, small group work, simulation and practice learning. The programme emphasises active participation and independence in the learning journey including pre reading to support preparation for discussion and debate sessions, action learning sets and independent study days.

- Evidence to ensure that technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment (R2.9)

MET ☒   **NOT MET** ☐

R2.9 is met. Programme documentation and the approval visit confirm technology enhanced and simulation learning is used effectively and proportionately across the curriculum to support learning and assessment.

CUs virtual learning platform (Blackboard ultra) and the virtual learning environment (VLE) (Learning Central) are programme support areas which provide access to a range of resources across modules. Digital fluency is developed through navigating the VLE which involves utilising a range of technologies including online database searching, electronic (e)-books, e-journals and videos, interactive online tools such as Mentimeter and discussion boards and submission of assessments through Turnitin. Students receive training and 24-hour access to the information technology helpdesk for advice to support digital learning and are eligible for loan of a laptop if required.

There's use of lecture capture software and technology to support interactive learning including synchronised and asynchronised teaching. Students are assessed through practical tasks such as developing a digital health promotion resource for health professionals using a platform of choice. The All-Wales e-PAD is accessed via the PebblePad learning platform.

CU has a simulation suite providing the opportunity for developing skills and the SPSCPHN safely in a supportive environment. Development of simulated activities is led and supported by members of the school with extensive experience and expertise in delivering simulated teaching sessions. There's an implementation plan and timeline for development of scenarios and assessments in collaboration with PUSCs and PLPs.

Documentation identifies a range of face-to-face practice-based scenarios using role play and volunteer models to capture complex cases such as domestic abuse and perinatal maternal health. Students experience high fidelity simulation using mannikins in practice-based scenario sessions, for example, in identifying

safeguarding issues and in a virtual reality experience of an antenatal clinic setting. All simulation sessions are followed by a group debrief. Simulation experience which is reflective of an inclusive and diverse society is enabled through mannikins of different skin tones and ability to communicate in English and Welsh language.

The programme includes an integrated structured clinical examination as a summative assessment exploring child protection and safeguarding which involves simulated scenarios utilising mannikins and actors.

Evidence provides assurance that the following QA approval criteria are met:

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

  YES ☒   **NO** ☐   **N/A** ☐

- Evidence to ensure programmes are of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award (R2.11.1)

  YES ☒   **NO** ☐

- Evidence to ensure programmes are no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes (R2.11.2)

  YES ☒   **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula are met

YES ☐   **NO** ☒

CU removed the V300 prescribing award from the programme prior to the approval visit, but not all programme documentation is updated. There's the potential that students could be provided with inaccurate information about the curriculum. (Condition one)

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

YES ☒   **NO** ☐

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

CU removed the V300 prescribing award from the programme prior to the approval visit. Some reference to V300 remains in the programme documentation and needs to be removed.

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Condition one: The programme team must remove all remaining references to the V300 prescribing award from the SCPHN programme documentation. (SFNME R3.2; SPRP R2.1.1) (NMC and university condition)

Date: 15 March 2024

Post event review
Identify how the condition(s) is met: The CU team provided document that previously contained references to the V300 prescribing award within the proposed SCPHN. References to the V300 prescribing award are now removed from the SCPHN programme documentation. Condition one is met. Evidence: Narrative to support NMC/university conditions, 15 April 2024 Programme handbook, undated SCPHN/NMC standards mapping, undated Programme information template, full-time, 5 April 2024 Programme information template, part-time, 5 April 2024 Programme plan, full-time, undated Programme plan, part-time, undated Assessment mapping, 5 April 2024 Learning outcome mapping, 5 April 2024 Graduate attribute mapping, 5 April 2024
Date condition(s) met: 15 April 2024
Revised outcome after condition(s) met: MET ☒   NOT MET ☐

Standard 3: Practice learning

Approved education institutions must:

R3.1 ensure that suitable and effective arrangements and governance for practice learning are in place for all students, including arrangements specifically tailored to those applicants who are self-employed and/or self-funded

Approved education institutions, together with practice learning partners, must:

R3.2 ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC *Standards for student supervision and assessment*

R3.3 provide practice learning opportunities that allow students to develop, progress and meet all the standards of proficiency for their:

R3.3.1 intended field of SCPHN practice: health visitor, school nurse and occupational health nurse or,

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R3.3.2 SCPHN public health nurse

R3.3.3 intended community nursing SPQ: these may be within the fields of community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or,

R3.3.4 in other specified field(s) of community nursing in health and social care nursing

R3.4 ensure that practice learning complies with the NMC Standards for student supervision and assessment

R3.5 take account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities, and

R3.6 ensure learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes culminating in a period of practice learning. This is dependent on the individual learning needs of the student to demonstrate overall proficiency and achieve the programme learning outcomes for their:

R3.6.1 intended field of SCPHN practice, SCPHN PHN practice or

R3.6.2 their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice.

Standards framework for nursing and midwifery education, specifically R1.1, R1.3, R1.5; R2.10, R2.15; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically R1.1 – R1.11

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 QA approval criteria below is met or not met.

- Evidence to ensure that suitable and effective arrangements and governance for practice learning are in place for all students, including arrangements specifically tailored to those applicants who are self-employed and/or self-funded (R3.1)

MET ☒   NOT MET ☐

R3.1 is met. Documentary evidence and discussion with stakeholders at the approval visit provide assurance that the governance arrangements for students who apply for UHB places funded by HEIW are also applied to applicants who apply independently without NHS funding. Selection procedures are jointly agreed and undertaken by CU and PLPs with the involvement of PUSCs. Student honorary contracts with UHBs ensure students can access the learning opportunities and resources within the practice learning environment.

Senior representatives of PLPs provide assurance that they've sufficient capacity for funded and self-funded/self-employed students to be allocated suitably experienced and prepared practice assessors and practice supervisors. It's the expectation of all registered SCPHN HVs in the UHBs that they meet the requirements to act as practice assessors following completion of preceptorship and further ongoing preparation in partnership with CU. This is assured through the annual appraisal procedures for SCPHNs within the UHBs.

- Processes are in place to ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC *Standards for student supervision and assessment* (R3.2)

MET ☒   **NOT MET** ☐

R3.2 is met. Documentary evidence and discussion with stakeholders at the approval visit provide assurance that practice assessors and practice supervisors are identified and allocated to students to support their learning journey and undertake assessment as documented in the PAD at regular identified stages. There's a shared commitment to utilise the All-Wales PAD to support supervision and assessment in practice and tripartite educationally led dialogue with the academic assessor to support development, progression and demonstration of the SPSCPHN. Learning contracts and tools to capture PUSCs experience of the student's practice learning are included in the PAD. UHB representatives expect and support practice assessors and practice supervisors to participate in a planned programme of support and preparation for practice assessors and practice supervisors to ensure currency of commitments to the SSSA. Placement audit is supported by HEIW and LLAs formalise partnership commitments.

R3.3 There is evidence that practice learning opportunities are provided that allow students to develop, progress and meet all the standards of proficiency for their:

- intended field of SCPHN practice: health visitor, school nurse and occupational health nurse or (R3.3.1)

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.3.1 is met. Modules are mapped to the spheres of influence included in the SPSCPHN. The module that spans the whole duration of the taught programme has a strong integrative theme of leadership in line with the ambitions of the SPSPCHN as developed by NMC to meet the contemporary challenges and opportunities for SCPHN in the United Kingdom. The module provides for the inclusion of clinical, practice focused issues to be addressed as identified by stakeholders (including PUSCs) in the development of the proposed programme, for example neurodiversity. There's also critical engagement with Wales specific policy and practice frameworks such as the 'healthy child Wales' programme and

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'flying start'. The situating within this module of the completion of the All-Wales PAD facilitates integration of theory and practice-based learning.

The allocation of practice assessors to students is led by PLP education leads and agreed with the programme team to provide access to a sufficient range of learning opportunities. Examples include the opportunity to work where the 'flying start' programme is delivered or to access rural versus urban settings and to practise across service boundaries. Students confirm to us how practice assessors support gaining wider public health learning opportunities and practice supervisors in line with individual student learning needs and interests. The All-Wales PAD includes learning agreements that are regularly reviewed to assure tailoring of learning to reflect the focus and intensity of learning required to progress towards achievement of the SPSCPHN.

Other modules provide opportunities for shared IPL with specialist practice qualification students. Students are enthusiastic about shared learning sessions with psychology and social work students that are continued in the proposed programme. This reflects the emphasis of the SPSCPHN on inter-disciplinary and cross boundary working both in theory and practice.

- SCPHN public health nurse (R3.3.2)

MET ☐   **NOT MET** ☐   **N/A** ☒

A public health nurse route isn't proposed.

- intended community nursing SPQ: these may be within the fields of community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or (R3.3.3)

N/A ☒

An SPQ programme isn't proposed.

- in other specified field(s) of community nursing in health and social care nursing (R3.3.4)

N/A ☒

An SPQ programme isn't proposed.

Evidence provides assurance that the following QA approval criteria are met:
- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R3.4)   **YES** ☒   **NO** ☐

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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 QA approval criteria below is met or not met.

- There is evidence to demonstrate that the programme team takes account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities, and (R3.5)

MET ☒   **NOT MET** ☐

R3.5 is met. Programme handbooks direct students to CU facilities and resources to support individual needs. Students, practice supervisors and practice assessors confirm that reasonable adjustments are made in respect of needs identified. Students report their experience of being supported to access alternative practice learning experiences to meet their individual learning and development needs. The organisation of practice learning in the proposed SCPHN programme facilitates greater flexibility to accommodate personal circumstances of individual students while recording and assuring that programme requirements of accumulated 45 weeks of programmed learning are met.

R3.6 There is evidence to ensure learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes culminating in a period of practice learning. This is dependent on the individual learning needs of the student to demonstrate overall proficiency and achieve the programme learning outcomes for their:

- intended field of SCPHN practice, SCPHN PHN practice or (R3.6.1)

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.6.1 is met. Documentary evidence and discussion with stakeholders at the approval visit provides assurance that learning needs of individual students are identified at an early stage and in regular planned tripartite meetings with the practice assessor and academic assessor. The All-Wales PAD provides a structure to record meeting outcomes and formulate and review action plans.

The programme facilitates flexibility in how learning time is used by providing examples of how different kinds of learning activities can be negotiated and agreed with practice supervisors. All practice learning hours are documented providing assurance that the accumulated 45 weeks are achieved.

Ongoing assessment of the SPSCPHN is structured and documented in the PAD culminating in summative assessment of competence in the SPSCPHN in addition to taught modules for the academic award.

- their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice (R3.6.2)

	N/A ☒
An SPQ programme isn't proposed.	

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met	YES ☒	NO ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met	YES ☒	NO ☐

Outcome

Is the standard met?	MET ☒ NOT MET ☐
Date: 15 March 2024	

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 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:

R4.1 ensure student support, supervision, learning and assessment complies with the NMC *Standards framework for nursing and midwifery education*

R4.2 liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment

R4.3 ensure practice supervision, the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment*

R4.4 ensure practice supervisors:

R4.4.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals or

R4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students

R4.5 ensure practice and academic assessors:

R4.5.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ or

R4.5.2 can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ

R4.6 ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking

R4.6.1 in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN/community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person

R4.7 provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:

R4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,

R4.7.2 SCPHN public health nurse,

R4.7.3 their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or

R4.7.4 other specified field(s) of community nursing SPQ in health and social care

R4.8 ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met

R4.9 assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:

R4.9.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,

R4.9.2 SCPHN public health nurse practice,

R4.9.3 their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, and/or

R4.9.4 other specified field(s) of community nursing SPQ in health and social care practice.

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Standards framework for nursing and midwifery education, specifically*: R2.12; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17; R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9*

Standards for student supervision and assessment

Findings against the standards 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 QA approval criteria below is met or not met

- There is evidence that ensures student support, supervision, learning and assessment complies with the NMC *Standards framework for nursing and midwifery education* (R4.1)

MET ☐   NOT MET ☒

R4.1 is not met. CU and PLPs have applied the SSSA to the SCPHN programme since 2020 and documentary evidence in conjunction with the approval visit confirm continuity in the development of the programme to meet the SPSCPHN and the SFNME.

Allocation of named practice assessors and practice supervisors is led by PLPs while allocation of named academic assessors is led by senior members of the school within the overall workload modelling. Students confirm that they experience support to articulate their individual learning needs. They make use of educational dialogue with their practice supervisors and practice assessors to develop their confidence and achieve proficiency throughout their learning journeys. Named academic assessors join practice assessors at scheduled tripartite meetings to participate in ongoing formative assessment, reflection and review of learning agreements.

At an early-stage students are asked to identify any individual needs that may affect their experience of learning in practice and information is provided on availability of CU and PLP resources and support. The All-Wales PAD documents this and plans put in place to make any adjustments. The programme handbook details how students can access support for their mental and physical health and wellbeing and students confirm their experience of a pastoral approach from their academic assessors, practice supervisors and practice assessors. Students also report constructive feedback on their learning and progression at formative assessment points, in interactive action learning groups and in informal reflective dialogue. This incorporates reflection on feedback from PUSCs using an agreed format within the All-Wales PAD.

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During the visit students convey their respect for their educators in CU and in placements as role models. The All-Wales PAD details the expectations of practice assessors and practice supervisors as well as academic assessors. Programmed preparation sessions apply these expectations to the context of the proposed programme in development, inducting those new to the role as well as those who are well established. EDI considerations are taken into account and there are plans to develop data and more detailed intelligence to inform EDI. The PAD is supported by the development team from HEIW and there are dedicated web-based resources with plans to expand upon them.

Senior leaders in CU and PLPs have established mechanisms integrated with workload modelling and appraisal systems as appropriate to allocate roles as academic assessors or practice assessors and practice supervisors respectively.

Formal LLAs and established collaborative working practices between the UHBs and CU provide for a robust framework to ensure a consistently supportive and objective approach to student supervision and assessment. Communication channels are agreed and in regular use so that any concerns affecting student learning or public safety are raised and responded to at the appropriate level. The above supports confidence that decisions on student assessment and progression are safe, based on the evidence brought together from multiple sources within the PAD and are moderated and agreed within the CU academic regulatory framework.

Procedures are in place for declaration of good health and good character in line with established CU practice for students completing programmes leading to eligibility to apply to join the NMC register. Standard operating procedures are implemented following the final examination board. Procedures are also in place for raising concerns during the programme including those that may be considered relevant to fitness to practise.

There's evidence of processes to assess the student's suitability for award through the completion of taught modules and the practice-based module. This confirms overall proficiency based on the successful completion of all practice learning and demonstration of competence in the SPSCPHN relevant to the HV field. This is completed by the end of the PgDip stage. However, there's no evidence of confirmation of proficiency maintained to the end of the full MSc award. A condition is applied to seek assurance that students meet the SPSCPHN and programme outcomes in full, demonstrating their fitness for practise and eligibility for academic and professional award on completion of the MSc programme. (Condition two)

- There is evidence to confirm that the education institution and their practice learning partners liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment (R4.2)

MET ☒   **NOT MET** ☐

R4.2 is met. Documentary evidence and engagement with stakeholders at the approval visit provide assurances that practice assessors, practice supervisors and academic assessors participate in and contribute to ongoing developmental activities within a structured programme agreed between CU and PLPs. Specific resources are developed by CU to guide and support the ongoing development of practice assessors and practice supervisors. There are quarterly practice assessor and practice supervisor forums hosted by the programme lead and wider SCPHN academic team. HEIW has a website with dedicated pages to support practice assessors and practice supervisors. There are plans in place to design in collaboration with PLPs an educational package which includes the additional preparation to develop their understanding of SCPHN programme requirements and application of the All-Wales PAD. This is intended to enable practice assessors and practice supervisors to develop the knowledge, skills and values to supervise and assess students working at an advanced level of practice aligned to the professional framework for enhanced, advanced and consultant clinical practice in Wales applied to the SCPHN programme. The programme team and PLPs plan this to take the form of four online workshops delivered as mandatory annual updating.

There are regular planned contacts between CU and identified PLP representatives in each UHB, meeting approximately every six weeks to ensure there's a live partnership that's responsive to any needs or issues.

- There is evidence that ensures practice supervision, the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment* (R4.3)

MET ☒   **NOT MET** ☐

R4.3 is met. Documentary evidence and engagement with stakeholders at the approval visit provide assurances that the SSSA is implemented throughout the student journey. The All-Wales PAD provides a structure and tools to support the SPSCPHN and to document how they're met in practice. The PAD is highly interactive and supports educational dialogue between students, practice supervisors and practice assessors throughout the practice learning experience. This is confirmed by students, practice supervisors and practice assessors. Scheduled tripartite dialogues including the academic assessor provide a focus for formative assessment tailoring learning to individual needs, reasonable adjustment where appropriate and action planning. The addition of a journalling function in the PebblePad platform supports student opportunities for reflection on their learning that they can bring to their discussion with their practice supervisors and practice assessors.

Evidence provides assurance that the following QA approval criteria are met:

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- Processes are in place to ensure practice supervisors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals (R4.4.1) or

  YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to ensure practice supervisors can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students (R4.4.2)

  YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to ensure practice and academic assessors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ (R4.5.1) or

  YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to ensure practice and academic assessors can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ (R4.5.2)

  YES ☒   **NO** ☐   **N/A** ☐

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 QA approval criteria below is met or not met

- Processes are in place to ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking (R4.6)

  MET ☒   **NOT MET** ☐

R4.6 is met. Documentation makes clear the expectations of eligibility to act as a practice assessor. Senior representatives of PLPs provide assurance that they keep a live record of practice assessors who are registered SCPHN HV and have completed their preceptorship or have appropriate experience to assess a student in collaboration with practice supervisors.

- Processes are in place to ensure that in exceptional circumstances only, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN/community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person (R4.6.1)

  MET ☒   **NOT MET** ☐

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R4.6.1 is met. Documentary evidence confirms that only in exceptional circumstances (for example the sudden illness or temporary absence of a practice supervisor or practice assessor) will the same person fulfil the role of practice supervisor and practice assessor. If exceptional circumstances are identified the educational lead from the partnering local UHB is responsible for escalation to the programme lead and a case specific time limited action plan is developed in consultation between the PLP and programme lead, evidencing why the action plan is necessary. This is recorded in a CU change of practice supervisor and practice assessor action plan document and uploaded into the programme team folder. Once an action plan is developed a review date is set that is no longer than two weeks, with the aim being resolution in a shorter time frame. Plans are monitored and the student updated until the situation is resolved.

Evidence provides assurance that the following QA approval criteria are met:

R4.7 Processes are in place to provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:

- their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse (R4.7.1)

    YES ☒   **NO** ☐   **N/A** ☐

- SCPHN public health nurse (R4.7.2)

    YES ☐   **NO** ☐   **N/A** ☒

A public health nurse route isn't proposed.

- their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R4.7.3) or

    N/A ☒

An SPQ programme isn't proposed.

- other specified field(s) of community nursing SPQ in health and social care (R4.7.4)

    N/A ☒

An SPQ programme isn't proposed.

- There is evidence that all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met (R4.8)

    YES ☒   **NO** ☐

R4.9 There is evidence of processes to assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:

- their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse (R4.9.1)

YES ☐   **NO** ☒   **N/A** ☐

R4.9.1 is not met. There's evidence of processes to assess the student's suitability for award through the completion of taught modules and the practice-based module. This confirms overall proficiency based on the successful completion of all practice learning and demonstration of competence in the SPSCPHN relevant to the HV field. This is completed by the end of the PgDip stage. However, there's no evidence of confirmation of proficiency maintained to the end of the full MSc award. (Condition two)

- SCPHN public health nurse practice (R4.9.2)

YES ☐   **NO** ☐   **N/A** ☒

A public health nurse route isn't proposed.

- their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R4.9.3) and/or

N/A ☒

An SPQ programme isn't proposed.

- other specified field(s) of community nursing SPQ in health and social care practice (R4.9.4)

N/A ☒

An SPQ programme isn't proposed.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met

YES ☐   **NO** ☒

Currently there's no assurance that competence in the SPSCPHN is demonstrated and maintained to the point of registration at the end of the full MSc award. A condition is applied to ensure MSc students are confirmed as competent at the point of eligibility for academic and professional award. (Condition two)

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

	YES ☒　　NO ☐

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

There's no evidence of confirmation of proficiency maintained to the end of the full MSc award.

Condition two: The programme team must update the learning contract template that's used during the final 60 credits of the programme to evidence that students who continue to complete the full MSc award are confirmed as competent in the SPSCPHN on completion of the award. (SFNME R2.12; SPRP R4.1, R4.9.1)

Date: 15 March 2024

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

The programme team provide a learning contract template for use during the final 60 credits of the programme to assure that evidence is obtained and documented that students who continue to complete the full MSc award are confirmed as competent in the SPSCPHN on completion of the award. Clear guidance is provided for students, practice supervisors and practice assessors so that students' learning while undertaking the final 60 credits is aligned to the SPSCPHN and are confirmed under their signatures at the completion of their programme.

Condition two is met.

Evidence:
Narrative to support NMC/university conditions, 15 April 2024
MSc SCPHN dissertation learning contract, 5 April 2024

Date condition(s) met: 15 April 2024

Revised outcome after condition(s) met:　　**MET** ☒　　**NOT MET** ☐

Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:

R5.1 ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters' level

R5.2 inform the student that the SCPHN award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered

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R5.3 inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration

R5.4 inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme. If they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber, and

R5.5 inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice.

Standards framework for nursing and midwifery education, specifically R2.12, R2.21

Findings against the standards and requirements

Evidence provides assurance that the following QA approval criteria are met:

- The programme award to be approved is clearly identified in all programme documentation and is a minimum of a postgraduate masters' level (R5.1)

  YES ☒   **NO** ☐

- Processes are in place to inform the student that the SCPHN award must be registered with the NMC within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered (R5.2)

  YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration (R5.3)

  N/A ☒

An SPQ programme isn't proposed.

- Processes are in place to inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved

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programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber (R5.4), and

YES ☐   **NO** ☐   **N/A** ☒

An independent and supplementary (V300) prescribing programme isn't proposed.

- Processes are in place to inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice (R5.5)

YES ☐   **NO** ☐   **N/A** ☒

An independent and supplementary (V300) prescribing programme isn't proposed.

Fall Back Award
If there is a fall back exit award with registration as a SCPHN all NMC standards and proficiencies are met within the award

YES ☒   **NO** ☐   **N/A** ☐

The PgDip award is a step-off point from the MSc award and a fall back exit award if a student continues but fails to achieve the full MSc. The PgDip enables NMC registration as a SCPHN HV. The award recognises achievement of 120 credits or more and all NMC standards and proficiencies are met.

Assurance is provided that Gateway 1: *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: 15 March 2024

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		

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s)	☒	☐
Module descriptors	☒	☐
Student facing documentation including programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for specialist community public health nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for post-registration education programmes* (NMC 2022, updated 2023) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered SCPHN responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐

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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: An apprenticeship route isn't proposed.		
List of additional post visit documentation Narrative to support NMC/university conditions, 15 April 2024 Programme handbook, undated SCPHN/NMC standards mapping, undated Programme information template, full-time, 5 April 2024 Programme information template, part-time, 5 April 2024 Programme plan, full-time, undated Programme plan, part-time, undated Assessment mapping, 5 April 2024 Learning outcome mapping, 5 April 2024 Graduate attribute mapping, 5 April 2024 MSc SCPHN dissertation learning contract, 5 April 2024		
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: Two HV PgDip alumni. Two HV PgDip students September 2022 cohort part-time. Two HV PgDip students September 2023 cohort full-time		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		

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An apprenticeship route isn't proposed, therefore we only meet with PLPs and not employer partners.		
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 practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: HIW, Aneurin Bevan UHB, learning disability inspection report, 4 May 2023 HIW, Cardiff and Vale UHB, mass vaccination centres focused inspection report, 27 May 2021 HIW, Cwm Taf Morgannwg UHB, mass vaccination centres focused inspection report, 27 May 2021 HIW, Aneurin Bevan UHB, the grange university hospital (maternity unit) inspection report, 14 September 2023		
If you stated no above, please provide the reason and mitigation: CU is an established AEI; a resource check isn't required for this approval.		
Additional comments: None identified.		

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Issue record			
Final Report			
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