Programme approval report

Section one

Programme provider name:	De Montfort University
Programmes reviewed:	**Specialist practice qualification:** Community children's nursing ☐ Community children's nursing with integrated independent and supplementary prescribing (V300) ☐ Community learning disabilities nursing ☐ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) ☐ Community mental health nursing ☐ Community mental health nursing with integrated independent and supplementary prescribing (V300) ☐ District nursing ☐ District nursing with integrated independent and supplementary prescribing (V300) ☒ General practice nursing ☐ General practice nursing with integrated independent and supplementary prescribing (V300) ☐ Health and social care nursing ☐ Health and social care nursing with integrated independent and supplementary prescribing (V300) ☐

	Community nurse specialist practice (NMC 2022) apprenticeship:
	Community children's nursing apprenticeship ☐
	Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Community learning disabilities nursing apprenticeship ☐
	Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Community mental health nursing apprenticeship ☐
	Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	District nursing apprenticeship ☐
	District nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☒
	General practice nursing apprenticeship ☐
	General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Health and social care nursing apprenticeship ☐
	Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐

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Title of programme(s):	PG Diploma District Nursing with V300 Prescribing PG Diploma District Nursing with V300 Prescribing Apprenticeship
Academic levels:	
SPQ Community children's nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community learning disabilities nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11

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SPQ District nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ General practice nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community children's nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF

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	☐ Level 11
SPQ Community learning disabilities nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ District nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ General practice nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ General practice nursing with integrated independent and	England, Wales, Northern Ireland ☐ Level 7

supplementary prescribing (V300) apprenticeship	SCQF ☐ Level 11
SPQ Health and social care nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
Date of approval visit:	16 April 2024
Programme start date:	
SPQ Community children's nursing	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community learning disabilities nursing	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community mental health nursing	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	
SPQ District nursing	
SPQ District nursing with integrated independent and supplementary prescribing (V300)	23 September 2024
SPQ General practice nursing	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	
SPQ Health and social care nursing	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community children's nursing apprenticeship	

SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community learning disabilities nursing apprenticeship	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community mental health nursing apprenticeship	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ District nursing apprenticeship	
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	23 September 2024
SPQ General practice nursing apprenticeship	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Health and social care nursing apprenticeship	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Lorna Hollowood Lay Visitor: Terence Williams

Summary of review and findings
De Montfort University (DMU) is an approved education institution (AEI) and an established provider of Nursing and Midwifery Council (NMC) pre- and post-registration nurse education programmes. The Leicester school of nursing and midwifery (the school) present for approval a community nursing specialist practice qualification (SPQ) district nursing (DN) programme developed to meet the new Standards of proficiency for community nursing SPQs (SPCNSPQ) (NMC, 2022). The programme is delivered by the faculty of health sciences based at Heritage House on the DMU campus in Leicester. The school present two routes, a full-time apprenticeship route and a full-time non-apprenticeship route, both of which include integrated independent and supplementary prescribing (also known as V300). Both the SPQ DN and V300 are recordable on the NMC register. The V300 is approved by the NMC from 5 August 2019. Documentary evidence and the approval visit confirm established relationships between the AEI and their practice learning partners (PLPs) and employer partners (EPs). Proposed EPs are Northamptonshire Healthcare NHS Foundation Trust (NHFT) and Leicestershire Partnership NHS Trust (LPT). Formal agreements between DMU and PLPs/EPs are required. Documentary evidence and the approval visit reflect a strong commitment and shared responsibility towards fostering effective partnership among all involved partners and stakeholders. There's clear evidence indicating extensive consultation in the programme's development from initial programme and curriculum development through to the approval process. Feedback from PLPs and EPs, students, practice supervisors, practice assessors and people who use services and carers (PUSCs) underscores the programme's robust development. There's evidence of co-production of the programme with PUSCs who are also embedded in the delivery and progression of students on the programme. There's evidence to confirm that PUSCs are involved in the recruitment and selection of students. There's evident strategic and operational collaboration between DMU and PLPs/EPs. The documentation outlines processes for collaborating with PLPs/EPs to mitigate risks to student learning, which both the programme team and PLPs/EPs acknowledge as effective during the visit. The strategic partnership between DMU and PLPs/EPs assumes a pivotal role in ensuring a safe and effective learning environment for students, especially concerning the response to Care Quality Commission (CQC) inspection outcomes. Identification of concerns which may impact on the quality of learning environments triggers a review of the suitability of placement areas. This collaborative framework is instrumental in

devising action plans, should the need arise, to address any identified shortcomings and uphold the standards of educational quality and student welfare. By leveraging the expertise and resources of both institutions, this partnership ensures compliance with regulatory standards and supports continuous improvement in the delivery of education and support services.

There's mapping that aligns the programme and module learning outcomes to the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023) and the SPCNSPQ which are applied in the context of DN.

Documentary evidence and the approval process show there are suitably qualified and experienced staff and resources to support students through their learning journey. DMU and strategic PLPs/EPs confirm there are stable student numbers and employment opportunities to ensure the sustainability of the programme.

The programme team confirms that recognition of prior learning (RPL) is available to students prior to commencing onto the programme. RPL of the V300 programme is confirmed at the approval visit. The application of prescribing practice to the SPQ in DN could be enhanced for students who obtain RPL for the V300 qualification.

DMU present the core SPQ practice assessment document (PAD) that's developed nationally by the Association of DN and Community Nurse Educators (ADNE). The PAD is contextualised to the proposed DMU SPQ programme. The core ADNE SPQ PAD is subject to an existing NMC condition, therefore a legacy condition is applied at the visit. The programme team are required to submit the revised PAD that's being reviewed and updated by the ADNE in response to the condition set at the initial consideration of the core ADNE SPQ PAD.

Equality, diversity and inclusion (EDI) principles are embedded throughout the programme and evidenced both in the documentation and through the approval visit. The school have an EDI lead, who supports the monitoring of differential attainment. A universal design for learning framework aims to provide an equitable learning experience for all DMU students. PUSCs tell us they contribute to the recruitment process. PUSCs involved in the programme tell us that they've access to EDI training. The programme team tell us that teaching material represents diversity and students are encouraged to challenge cultural norms and stereotypes. The students tell us of a variety of teaching approaches that are accessible to all. The programme team and PLPs/EPs tell us that they monitor the diversity of students recruited to the programme and are aware of a lack of diversity in past cohorts. The PLPs/EPs tell us they're addressing this in a range of ways including marketing of the proposed programme and career support for existing staff.

The approval visit is undertaken face to face.

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The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) isn't met at programme level as conditions apply.

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

The programme is recommended for approval subject to two NMC conditions and one joint NMC and university condition. The AEI apply two further university conditions. One NMC recommendation and one university recommendation is made.

Updated 2 June 2024:

Evidence is provided to the meet the two NMC conditions. All NMC standards are now met. The AEI confirm that the two university conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: Provide written signed statements of commitment from EPs and signed placement agreements from PLPs working with DMU in relation to the SPQ DN programme. (SFNME R2.1; SPRP R3.2) **Selection, admission and progression:** Condition two: In partnership with PLPs/EPs, provide a clear process and related programme documentation that demonstrates the opportunities,

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	arrangements and governance structures that are in place to support non-NHS, self-employed and self-funded students at application to the programme and in practice learning environments. (SPRP R1.4, R1.5, R3.1) (NMC and university condition) **Practice learning:** Condition three: Provide the final approved ADNE SPQ PAD. (SFNME R2.1; SPRP R4.8) **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** Condition four: Programme team to ensure all student facing documentation is updated to reflect accurate details within the module specifications and programme specifications and any other documents required or requiring an update. This will include all corrections provided prior to and during the approval visit. In particular those items detailed in the annexe. (University condition) Condition five: Provide a solution to the mismatch of credit level between the lower level six prescribing course to be considered through RPL and the higher level seven credits on the programme, and if required implement the associated documentary updates. (University condition)
Date condition(s) to be met:	28 May 2024
Recommendations to enhance the programme delivery:	Recommendation one: The programme team are recommended to formalise the process for applicants who use RPL to bring the V300 into the SPQ programme to support them to contextualise their prescribing qualification to DN practice. (SPRP R1.7) Recommendation two: Adapt the PUSC evaluation sheet for multi-language usage. (University recommendation)

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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: Documentary evidence in the form of written agreements detail the actions identified to ensure that there are effective working relationships between DMU and PLPs/EPs. Condition one is met. Documentary evidence shows that there are clear processes, arrangements and governance structures to support non-NHS, self-employed and self-funded students to access and succeed on the programme, in partnership with PLPs/EPs. Condition two is met. Documentary evidence shows that final versions of PADs are produced for the SPQ DN programme. Condition three is met. The AEI confirm that the two university conditions are 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:	29 May 2024

<u>Section three</u>

NMC Programme standards
Please refer to NMC standards reference points: *Standards for post-registration education programmes* (NMC 2022, updated 2023) *Standards of proficiency for community nursing specialist practice qualifications* (NMC, 2022) *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023)

NMC Programme standards
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
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

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:

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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 the approval process confirm that the programme is
designed, developed, delivered, evaluated and co-produced in collaboration with
key stakeholders, including students, PLPs/EPs, academics and PUSCs. PLPs
and EPs tell us they've met regularly with the programme team to develop content
and ensure the programme meets the needs of the local community.

DMU operates a partnership board comprising PLPs/EPs and DMU staff at a
strategic level to address current provision and future needs of all NMC approved
programmes. This board oversees practice learning governance arrangements.
DMU conducts post-registration nursing and midwifery programme management
board meetings to discuss any risks to student learning. They respond to reports
from professional, statutory or regulatory bodies, including the CQC.

The programme team clearly and comprehensively consult with stakeholders. It's
clear that DMU have effective practices, processes and procedures in place to
work in partnership with stakeholders. It's clear from our meetings with
stakeholders that there's good communication and a high level of support provided
by the programme team. The team are however unable to provide written signed
statements of commitment from EPs and signed placement agreements from
PLPs working with DMU in relation to the SPQ DN programme. (Condition one)

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At an operational level, there are programme meetings, as well as meetings for academic assessors to connect with education leads and practice assessors. PLPs/EPs tell us there's frequent, open and honest communication with DMU. PLPs/EPs, practice assessors, practice supervisors and students indicate their awareness of the processes for raising concerns. They also highlight the effectiveness of partnership working, with any concerns prompting the collaborative development of action plans to support students. Students report that concerns are promptly addressed, with the option to escalate them through the programme lead if needed.

PLPs/EPs and the programme team assure us that various mechanisms exist to listen to and address student feedback. Students tell us that they know how to access feedback processes and that feedback is sought at every interaction with the programme team. Students report that their concerns are duly acknowledged and addressed. Documentary evidence supports the existence of student-staff forum meetings, mid-module check-ins and end of module evaluations. PLPs/EPs, practice supervisors and practice assessors inform us that students are urged to openly communicate and provide feedback through tripartite reviews as well as via placement evaluations.

The DMU service user and carer strategy 2016-2019 recognises the involvement of PUSCs in the development and delivery of health and social care programmes at DMU. PUSCs tell us of their involvement with shaping, delivering and evaluating students' learning experiences within the proposed programme. PUSCs indicate that they're provided with opportunities to contribute their perspectives on the proposed programme. They report participation in meetings and co-production of teaching sessions, such as scenarios for simulation. PUSCs express feeling valued by the programme team and describe their involvement in the recruitment and selection processes. They undergo mandatory EDI and safeguarding training before they're involved in teaching and recruitment. PUSCs who wish to contribute to curriculum development have additional support and training around validation processes.

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** ☒

EP statements of commitment and signed placement agreements with PLPs aren't provided.

Condition one: Provide written signed statements of commitment from EPs and signed placement agreements from PLPs working with DMU in relation to the SPQ DN programme. (SFNME R2.1; SPRP R3.2)

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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:

Condition one: Documentary evidence in the form of written agreements detail the actions identified to ensure that there are effective working relationships between DMU and PLPs/EPs.

Condition one is met.

Evidence:
Signed placement agreement DN final NHFT, 24 May 2024
Signed placement agreement DN final LPT, 28 May 2024

Date condition(s) met: 29 May 2024

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

Independent/Supplementary Prescriber (V300)

Please indicate whether the V300 is a compulsory or optional element of the Specialist practice programme.

Optional ☐   **Compulsory** ☒   **N/A** ☐

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

5 August 2019

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.

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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)

N/A ☒

A SCPHN programme isn't proposed.

- 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)

YES ☒ **NO** ☐ **N/A** ☐

- 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)

N/A ☒

A SCPHN programme isn't proposed.

- 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)

YES ☐ **NO** ☒ **N/A** ☐

R1.4 is not met. Documentary evidence and the approval visit are insufficient to assure us of the governance in place to ensure that the programme is accessible for self-employed students or self-funded students to be appropriately supported through the programme. (Condition two)

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 not met. Documentary evidence and the approval visit confirm that processes are in place to ensure that the applicant holds the required nurse registration (level one) and is capable of safe and effective practice at the level of proficiency appropriate to the NMC SPQ programme before being considered as eligible to apply for entry. Documentary evidence and discussion with the programme team confirm that processes are in place to ensure that each applicant selected to undertake the SPQ DN programme holds a bachelor's degree, or has gone through the process of RPL to enable them to study at the required academic level for the programme.

Documentary evidence and the approval visit confirm that appropriately prepared practice supervisors and practice assessors are provided to support the student. Practice supervisors and practice assessors are supported by DMU. This support includes an update in the induction week of the programme. Practice supervisors and practice assessors have access to a publicly available online resource hub where they can access programme information, including links to the NMC programme, prescribing and apprenticeship standards and programme documentation including the PAD and a practice supervisor and practice assessor handbook.

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Documentary evidence and the approval visit confirm that DMU have a practice-based learning strategy which aligns to the SSSA to ensure employer support and protected learning time. Documentary evidence shows that students have protected learning time clearly indicated on the programme plan. Students tell us that protected learning time is supported in practice and they're aware of the process of raising a concern where protected learning time is at threat. Students tell us they're well supported in theory and practice throughout the programme.

PLPs/EPs confirm the presence of sufficient practice supervisors and practice assessors to provide individual support to students. Following student recruitment, PLPs/EPs designate practice supervisors and practice assessors in accordance with the SSSA. All practice assessors hold a SPQ DN qualification. DMU provides updates to the designated practice supervisors and practice assessors before the programme commences. Practice supervisors and practice assessors express feeling well-supported by the programme team in their role. Documentation outlines the procedures for raising any concerns and PLPs/EPs, practice assessors, practice supervisors and students confirm their awareness of how to raise and address any concerns that may arise.

There's no governance in place to ensure that the programme is accessible for self-employed students or self-funded students to be appropriately supported through the programme. (Condition two)

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)

    N/A ☒

A SCPHN programme isn't proposed.

- 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)

    YES ☒   NO ☐   N/A ☐

- 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)

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YES ☒	**NO** ☐	**N/A** ☐

- 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** ☐

Proposed transfer of current students to the programme under review

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

DMU aren't proposing to transfer students and current learners will complete the programme they enrolled on.

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.

The SSSA is in place already, so no transfer is required.

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** ☒

Documentary evidence and the approval visit don't assure us that there are adequate processes and governance in place to support self-employed and self-funded students to successfully access and navigate the programme.

Condition two: In partnership with PLPs/EPs, provide a clear process and related programme documentation that demonstrates the opportunities, arrangements and governance structures that are in place to support non-NHS, self-employed and

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self-funded students at application to the programme and in practice learning environments. (SPRP R1.4, R1.5, R3.1) (NMC and university condition)

Date: 16 April 2024

Post event review
Identify how the condition(s) is met: Condition two: Documentary evidence shows that there are clear processes, arrangements and governance structures to support non-NHS, self-employed and self-funded students to access and succeed on the programme, in partnership with PLPs/EPs. Condition two is met. Evidence: Signed placement agreement DN final NHFT, 24 May 2024 Signed placement agreement DN final LPT, 28 May 2024 Revised placement flowchart for self-funding students final, undated
Date condition(s) met: 29 May 2024
Revised outcome after condition(s) met: MET ☒   NOT MET ☐

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

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.

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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)

N/A ☒

A SCPHN programme isn't proposed.

- 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)

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☒   **NO** ☐

- 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** ☐

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)

N/A ☒

A SCPHN programme isn't proposed.

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

N/A ☒

A SCPHN programme isn't proposed.

- 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)

YES ☒   NO ☐   N/A ☐

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

YES ☐   NO ☐   N/A ☒

A community nursing SPQ practice in health and social care route 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)

N/A ☒

A SCPHN programme isn't proposed.

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

N/A ☒

A SCPHN programme isn't proposed.

- 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)

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.

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)

N/A ⊠

A SCPHN programme isn't proposed.

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

N/A ⊠

A SCPHN programme isn't proposed.

- 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)

MET ⊠   **NOT MET** ☐

R2.6.3 is met. Documentary evidence and discussions at the visit with the programme team and PLPs/EPs confirm that the proposed programme is tailored to the intended field of community nursing practice, DN.

The programme team provide evidence demonstrating how programme outcomes align with the SPCNSPQ and the targeted field of DN. The proposed modules are designed to reflect the specifics of DN practice, with the two routes tailored in response to PLP/EP requirements. The programme team and PLP/EPs collaborate on module design to ensure the integration of key topics throughout the curriculum, for example person-centred approaches, long-term conditions and complex management of older people. Each module specifically addresses the platforms of the SPCNSPQ.

PLP/EPs and students confirm their active involvement in co-producing the programme content. Modules that develop student skills, knowledge and competence in the field of DN, such as 'leadership and innovation' and 'clinical skills for community-based patients' are delivered across the programme using tutorials, small group discussions, simulation and seminars. The V300 component of the programme is contextualised to community specialist DN practice.

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

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

N/A ☒

A SCPHN programme isn't proposed.

- 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)

MET ☒ **NOT MET** ☐

R2.7.2 is met. Documentary evidence and discussions during the approval visit confirm the inclusion of content aligned with the programme outcomes for DN, encompassing both theoretical and practical components. The programme design and delivery provide clear progression in learning. The programme team tell us how the content is informed by the SPCNSPQ. Students tell us that their field specific DN knowledge is evaluated during reviews by their practice supervisors and practice assessors.

Documentary evidence confirms that module content is relevant to current DN practice. For example, the module 'clinical skills for community-based patients' front loads students with relevant theory as they explore the legal and ethical considerations of patient assessment and application of consultation models to structured assessment in the context of DN practice. This is supported by role play opportunities to enable students to use these frameworks while recognising vulnerable community-based patients. In the context of DN, students elaborate on how they effectively apply their knowledge and skills to nursing patients in the home, aided by the guidance of their practice supervisors and practice assessors. Practice supervisors and practice assessors from the DN field verify that evidence of this application to DN is recorded within the PAD through formative and summative assessment of the student.

Documentary evidence and the approval visit confirm that the programme team are suitably qualified to deliver the programme. The programme lead and three DN programme team members all have the SPQ DN qualification. There's a wider academic team involved in programme delivery with relevant expertise in prescribing, simulation, public health and long-term conditions. The team are also supported by a digital technology team.

Students tell us that there's a range of excellent support available to them which meet their diverse learning needs. Academic skills support is provided by the library team and those with neurodiversity and learning challenges have access to assessment and tailored one-to-one support.

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- 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. The programme team at DMU demonstrates a thorough implementation of diverse learning and teaching strategies, as evidenced by documentary records and during the approval visit. Their commitment to empowering students and fostering lifelong learning skills is evident. The programme prioritises self-directed learning and critical inquiry to equip students with essential skills for personal, professional and academic growth. Students are encouraged to take charge of their learning journey, with support from a dedicated student support team addressing both academic and personal wellbeing needs.

The programme team adopt a blended learning approach to teaching and learning. Discussions with the programme team confirm that they teach online and provide a range of online resources for students, as well as teaching on campus, providing physical resources to facilitate learning. Documentary evidence shows that students spend time each week in theory and then 80 percent in practice enabling continual application of learning in the practice setting.

The SPQ DN programme learning and teaching strategy aims to foster self-directed learning and critical inquiry skills, promoting independent and lifelong learning. Innovative teaching methods, including scenario-based learning and simulation, bridge theoretical knowledge with real-world healthcare scenarios, while assessments are designed to reflect the principles of universal design for learning and build upon skills developed incrementally throughout the programme.

- 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. Documentary evidence and the approval visit demonstrate that the programme team are supported in programme delivery by the 'enhancing learning through technology' (ELT) team and that they're guided by the ELT strategy. The teaching methodology incorporates digital communication tools and innovative approaches, both in and out of the classroom, to effectively engage and motivate students. Module content is delivered through platforms like the university's virtual learning environment, 'learning zone', facilitating self-directed study and aligning with DMU's postgraduate learning expectations.

Documentary evidence and the approval visit indicate the use of scenario-based learning, a method involving simulated scenarios. Through scenario-based learning, students can engage in discussions regarding complex situations within a

safe learning environment, consider multiple perspectives and assess alternative approaches to care. This educational technique acts as a valuable bridge between theoretical knowledge and real-world healthcare scenarios, facilitating practical application of acquired skills and knowledge. The documentation states that students have the opportunity to utilise advanced manikins in clinical skills classrooms, replicating authentic patient care settings, enabling them to apply their expertise in a simulated clinical context. Students tell us they value the simulation opportunities provided on the programme.

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 ☒

The programme is only delivered in England.

- 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 ☐

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 ☐
Date: 16 April 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 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,

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

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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 not met. There's a practice-based learning strategy in place which outlines the quality assurance processes for the programme. The programme team and PLPs/EPs confirm there's effective arrangements in place to support the quality of practice learning. All practice learning preparation is in partnership with PLPs/EPs. The programme team and the PLPs/EPs tell us they're happy to support self-employed and self-funded students. However, currently there's insufficient written guidance about governance for practice learning to support self-employed and self-funded students. (Condition two)

PLPs/EPs tell us they're responsible for determining placements for SPQ DN students based on organisational needs. Academic assessors of SPQ DN students hold regular tripartite meetings with the practice assessor and the student to review progress. Students tell us they always feel supported during these meetings, which are documented using a tripartite log sheet. The programme team and academic assessors actively monitor practice learning, addressing any raised concerns with PLPs/EPs.

The school, in collaboration with five other regional AEIs, have developed the 'learning environment assurance protocol' (LEAP) for practice placements. LEAP outlines a quality assurance process triggered by identified concerns affecting the educational suitability of a practice placement area. PLP/EPs and students are encouraged to refer such concerns to DMU for assessment and management. This framework also facilitates learning from these events and provides feedback to involved students and staff.

- 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 not met. Documentary evidence and the approval process state that both the practice assessor and practice supervisor hold SPQ qualifications that match that of the student's field of practice. The programme handbook information for practice supervisors and practice assessors ensures that all practice supervisors and practice assessors are aware of the programme and regulatory requirements and these comply with the SSSA.

Members of the programme team tell us that they've received preparation for their roles as academic assessors, alongside attending regular updates. They confirm that they're given adequate time to fulfil this role. Discussion with the programme team at the approval visit confirms that there are placement evaluations undertaken by students. PLPs/EPs, practice supervisors and practice assessors tell us that students are encouraged to be open and to also share feedback through tripartite reviews. Students tell us that they use feedback channels and that their concerns are acknowledged and responded to.

The team are unable to provide written signed statements of commitment from EPs and signed placement agreements from PLPs working with DMU in relation to the SPQ DN programme. (Condition one)

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)

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

N/A ☒

A SCPHN programme 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)

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.3.3 is met. Documentary evidence states that all practice learning supports students to develop knowledge and skill related to the SPCNSPQ for DN. The PAD was developed by the representative members of the ADNE charity. The PAD is designed as an ongoing record of achievement that records the evidence that students meet the SPCNSPQ and outcomes for the SPQ programme, in line

with the SSSA. By the conclusion of the programme students are expected to exhibit autonomy across each SPCNSPQ platform. Within the PAD, students engage in periodic self-assessment through a strengths, challenges, opportunities and threats analysis, aiding in the identification of individual learning needs that inform the development of their learning plans. Progress and accomplishments are documented within the PAD during tripartite meetings involving the practice assessor, academic assessor and student.

Students also spend four weeks undertaking an alternative experience in practice of their choosing, something the students tell us is a formative and appreciated opportunity to enhance their learning and their practice networks. Students tell us that their practice learning experiences, within local DN teams, prepare them well for future SPQ DN practice.

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

MET ☐   **NOT MET** ☐   **N/A** ☒

A community nursing in health and social care nursing route 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** ☐

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. Documentary evidence and the approval visit describe the PAD as supporting the identification of individual learning needs by personalising learning and development. All students are supported to develop a personal learning support and development plan in the PAD. This plan captures specific learning differences and other needs, signposting to support within DMU and the workplace.

The PAD provides opportunity for students to make a declaration around their individual needs and asserts that PLPs/EPs must make reasonable adjustments to avoid disadvantaging the student. PLPs/EPs and students tell us they're aware of

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the processes and support to ensure reasonable adjustments are in place. Students confirm that they receive effective support from practice supervisors in promptly recognising and addressing gaps in their learning. Documentary evidence and the approval visit confirm that students consistently receive feedback from academic assessors, practice assessors and practice supervisors.

The programme team confirm that they all undertake annual mandatory EDI training. Student data is collected at point of registration on the programme so any relevant protected characteristics are identified. During the induction process the programme team meet the students and ask if they've any unmet learning needs. Students are signposted to support services where relevant. Ongoing monitoring and reporting is overseen by the programme leader.

Student handbooks signpost to disability support, information technology and academic support services.

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)

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   NOT MET ☐   N/A ☐

R3.6.2 is met. Documentary evidence and the approval visit confirm that within the PAD, students are mandated to engage in discussions with their practice supervisors, practice assessors and academic assessors to articulate their stage of learning. This requirement occurs both at the outset upon entering the programme and at regular intervals throughout its duration. PLPs/EPs and students tell us that the regular meetings provide opportunity to review the student's development, identify and address any gaps in their learning and ensure that they're able to achieve the programme outcomes.

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

YES ☐   NO ☒

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Documentary evidence and the approval visit don't provide assurance that the SFNME is met as there are no written signed statements of commitment from EPs or signed placement agreements from PLPs working with DMU. (Condition one)

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** ☒

There are no signed statements of commitment/practice learning agreements with PLPs/EPs.

Condition one: Provide written signed statements of commitment from EPs and signed placement agreements from PLPs working with DMU in relation to the SPQ DN programme. (SFNME R2.1; SPRP R3.2)

There's no clear governance structure in place to support students to access and succeed on the programme when they're from non-NHS, self-employed and self-funded positions.

Condition two: In partnership with PLPs/EPs, provide a clear process and related programme documentation that demonstrates the opportunities, arrangements and governance structures that are in place to support non-NHS, self-employed and self-funded students at application to the programme and in practice learning environments. (SPRP R1.4, R1.5, R3.1) (NMC and university condition)

Date: 16 April 2024

Post event review

Identify how the condition(s) is met:

Condition one: Documentary evidence in the form of written agreements detail the actions identified to ensure that there are effective working relationships between DMU and PLPs/EPs.

Condition one is met.

Evidence:
Signed placement agreement DN final NHFT, 24 May 2024
Signed placement agreement DN final LPT, 28 May 2024

Condition two: Documentary evidence shows that there are clear processes, arrangements and governance structures to support non-NHS, self-employed and

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self-funded students to access and succeed on the programme, in partnership with PLPs/EPs.

Condition two is met.

Evidence:
Signed placement agreement DN final NHFT, 24 May 2024
Signed placement agreement DN final LPT, 28 May 2024
Revised placement flowchart for self-funding students final, undated

Date condition(s) met: 29 May 2024	
Revised outcome after condition(s) met:	**MET** ⊠ **NOT MET** ☐

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

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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.

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 met. Documentary evidence and the approval visit demonstrate that students are supported, supervised and assessed according to the SFNME. Practice supervisors and practice assessors confirm that they're prepared for their roles by DMU and in practice. The programme team confirm that they receive preparation from DMU for their roles as academic assessors. The programme team hold regular practice educator meetings for practice supervisors and practice assessors which they're required to attend. PLPs confirm that they release staff to attend the meetings.

Documentary evidence shows that there are risk mitigation strategies in place to protect student learning time. The programme team maintains effective working relationships with PLPs/EPs and discusses any risks to student learning with the student, their practice assessor and academic assessor. Relevant supportive action plans are implemented when necessary, facilitated by designated link persons within each PLP/EP organisation. PLPs/EPs, students and the programme team confirm that students' time is protected to support learning.

Students tell us they're informed about how to raise and escalate concerns during placement preparation/induction sessions and are happy to do so during any contact with the programme team. Students who raise concerns are supported at DMU by their personal tutor/academic assessor and student support services.

Documentary evidence confirms that educational audits are in place and there are appropriate systems and processes to support safe practice learning.

Documentary evidence provides assurance that an external examiner for the programme is in place.

Documentary evidence and the approval visit confirm that formal evaluation is collated at the end of each module and at the end of the programme. This evaluation is shared with the PLP/EP links and reviewed with any relevant actions or amendments taken forward. Students have the opportunity to provide informal feedback to the programme team throughout the programme.

- 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 the approval visit confirm that PLPs/EPs and DMU understand the principles and requirements of the SSSA, as well as the roles of practice assessor, practice supervisor and academic assessor. DMU

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offers practice supervisor and practice assessor training for all PLPs/EPs. Additional updates are available as required and tripartite meetings offer further support for practice assessors and practice supervisors. These individuals confirm their preparedness and compliance with their roles by signing in the PAD.

A handbook for practice assessors and practice supervisors clearly outlines roles and expectations. PLPs/EPs confirm their understanding of the practice assessment process. Assurance is provided that there are sufficient practice assessors and practice supervisors to support students, and this includes staff who hold the SPQ DN qualification. PLP/EPs tell us that if there isn't a team member available with the V300 qualification to support students through the prescribing element of the programme, they arrange an additional practice supervisor and practice assessor, for example a general practitioner or specialist nurse who hold a prescribing qualification. For the V300 element there's also the option to access advanced clinical practitioners and medics to support the supervision and assessment process.

Academic assessors possess relevant experience to support students on the proposed DN programme and are adequately prepared for their roles.

- 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 states that the practice supervisor fulfils the role as defined in the SSSA. A named practice assessor is also allocated who's a NMC registered nurse with a DN qualification, however the practice assessor isn't based in the same team as the student, to enable assessment objectivity. Assessment is facilitated by completion of the PAD, which complies with the SSSA.

Documentary evidence and the approval visit assure that quality assurance processes and the raising concerns procedures comply with the SSSA.

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

- 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

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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. Documentary evidence and the approval visit confirm that there's governance in place to ensure that practice assessors assigned to students are appropriately qualified to assess the students. This declaration is provided to the programme lead who cross checks this information against the NMC register and maintains a database.

- 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** ☐

R4.6.1 is met. Documentary evidence and the approval visit confirm that a procedure is developed for the exceptional circumstances in which there's a

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requirement for the practice supervisor and practice assessor role to be undertaken by the same person. PLPs/EPs confirm that they're aware of this procedure and would arrange a meeting with the academic assessor as soon as this was identified as a problem. If deemed necessary, this measure is mutually agreed upon as a short-term solution, accompanied by the implementation of an action plan to oversee the arrangement and the student's learning journey. PLPs/EPs advise they haven't needed to put the procedure in place as they'll always arrange an additional practice assessor to be available.

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)

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

N/A ☒

A SCPHN programme 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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☐   **NO** ☐   **N/A** ☒

A community nursing SPQ in health and social care route 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** ☒

R4.8 is not met. Practice learning assessment is recorded in the proposed ADNE SPQ PAD. The PAD is subject to a legacy condition that requires it to specifically

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include a record of the total practice hours/days required to complete the programme. The updated PAD must be resubmitted. (Condition three)

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)

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse practice (R4.9.2)

N/A ☒

A SCPHN programme 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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☐   **NO** ☐   **N/A** ☒

A community nursing SPQ in health and social care route 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** ☒

The ADNE SPQ PAD is subject to a legacy condition that requires it to include a record of the total practice hours/days required to complete the programme. The updated PAD must be resubmitted. (Condition three)

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** ☒

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The ADNE SPQ PAD is subject to a legacy condition that requires it to include a record of the total practice hours/days required to complete the programme. The updated PAD must be resubmitted.

Condition three: Provide the final approved ADNE SPQ PAD. (SFNME R2.1; SPRP R4.8)

Date: 16 April 2024

Post event review
Identify how the condition(s) is met: Condition three: Documentary evidence shows that final versions of PADs are produced for the SPQ DN programme. Condition three is met. Evidence: ADNE SPQ pan-PAD final approved version, undated
Date condition(s) met: 29 May 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

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)

  N/A ☒

A SCPHN programme isn't proposed.

- 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)

  YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to 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 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** ☐

- 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** ☐

Fall Back Award
If there is a fall back exit award with an SPQ annotation all NMC standards and proficiencies are met within the award

YES ☐   **NO** ☐   **N/A** ☒

There's no fall back exit award with SPQ annotation.

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: 16 April 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		

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 community nursing specialist practice qualifications*	☒	☐
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 nurse 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.	☐	☒

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:
Written PLP/EP agreements are not available; a condition of approval is the provision of these documents.

List additional documentation: Post visit documentation to meet conditions: Signed placement agreement DN final NHFT, 24 May 2024 Signed placement agreement DN final LPT, 28 May 2024 Revised placement flowchart for self-funding students final, undated ADNE SPQ pan PAD final approved version, undated

Additional comments: None identified.

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: 2023-2024 cohort, SPQ DN students x six		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
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: Aarons Specialist Unit, CQC inspection report, 14 June 2023 Barons Park Care, CQC inspection report, 14 April 2022 King's Mill Hospital, CQC inspection report, 23 February 2023 Leicestershire Partnership NHS Trust, CQC inspection report, 29 October 2021		
If you stated no above, please provide the reason and mitigation: DMU is an established AEI and visits to resources isn't required.		
Additional comments: None identified.		

Issue record			
Final Report			
Author(s):	Lorna Hollowood Terence Williams	Date:	29 April 2024
Checked by:	Ian Felstead-Watts	Date:	8 May 2024
Submitted by:	Amy Young	Date:	21 June 2024
Approved by:	Leeann Greer	Date:	24 June 2024