**Programme approval report**

**Section one**

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

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

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

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

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| SCPHN occupational health nurse apprenticeship | England, Wales, Northern Ireland<br>☐ Level 7<br><br>SCQF<br>☐ Level 11 |
| SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship | England, Wales, Northern Ireland<br>☐ Level 7<br><br>SCQF<br>☐ Level 11 |
| SCPHN public health nurse apprenticeship | England, Wales, Northern Ireland<br>☐ Level 7<br><br>SCQF<br>☐ Level 11 |
| SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship | England, Wales, Northern Ireland<br>☐ Level 7<br><br>SCQF<br>☐ Level 11 |
| **Date of approval visit:** | 7 March 2024 |
| **Programme start date:** | |
| SCPHN health visiting | 22 September 2024 |
| SCPHN health visiting with integrated independent and supplementary prescribing (V300) | |
| SCPHN school nurse | |
| SCPHN school nurse with integrated independent and supplementary prescribing (V300) | |
| SCPHN occupational health nurse | |
| SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) | |
| SCPHN public health nurse | |
| SCPHN public health nurse with integrated independent and supplementary prescribing (V300) | |
| SCPHN health visiting apprenticeship | |

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| SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship | |
| SCPHN school nurse apprenticeship | |
| SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship | |
| SCPHN occupational health nurse apprenticeship | |
| SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship | |
| SCPHN public health nurse apprenticeship | |
| SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship | |
| **QA visitor(s):** | Registrant Visitor: Elaine Maria Tabony<br>Lay Visitor: Kuldeep Singh |

**Section two**

| Summary of review and findings |
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| Glasgow Caledonian University (GCU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The school of health and social sciences (the school) is seeking approval for a specialist community public health nursing (SCPHN) programme in the field of health visiting (HV). The proposed programme is a 120-credit postgraduate diploma (PgD) at level 11 and is offered in both full-time and part-time modes. The theory part of the programme is delivered on the main GCU campus. All 120-credits must be passed. No fall-back exit award leading to NMC registration as a SCPHN is proposed.<br><br>The GCU programme doesn't include an integrated independent and supplementary prescribing (V300) qualification.<br><br>The programme is mapped to the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023) and the Standards of proficiency for SCPHNs (SPSCPHN) (NMC, 2022).<br><br>The programme comprises 45 weeks of theoretical and practice learning scheduled within a 52-week period, with the part-time route being delivered over two years. Each trimester is 15 weeks long with the final trimester providing consolidation of learning and a graded placement.<br><br>The programme is developed in partnership with practice learning partners (PLPs), students and people who use services and carers (PUSCs). The programme is delivered using a blended approach with a mixture of teaching and learning strategies including simulation. Simulated case studies are used to enable students to rehearse aspects of practice. Simulated learning is supported by practice supervisors and practice assessors. Student examinations include an objective structured clinical examination (OSCE) which the student must pass.<br><br>There's an opportunity for consolidated HV practice learning at the end of the programme which students must pass to be eligible to apply for NMC registration as a SCPHN. All core and HV field specific SPSCPHN are present in the practice assessment document (PAD) which are assessed by the practice assessor at the end of the programme. The academic assessor is required to confirm the award in the PAD. GCU adopt the pan-London SCPHN PAD which has previously been approved. GCU demonstrate how the core PAD is implemented in the SCPHN programme.<br><br>The programme leader and deputy programme leader are current SCPHN HV registrants, supported by an experienced academic team. The programme leader and deputy programme lead are deemed highly effective by all PLPs and each |

group attending the visit confirm the leads are always available to support PLPs, practice assessors, practice supervisors and students.

Governance of equality, diversity and inclusion (EDI) is overseen at GCU by the EDI standing committee, with respect to performance indicators that include, care leaver, Scottish index of multiple deprivation, gender, ethnicity, age and disability. This committee collates and reviews student attainment data. There's underrepresentation of applicants to the SCPHN programme resulting in a student cohort that's not representative of the regional community profile. GCU are aware of this and are working with NHS education for Scotland (NES), NHS boards and AEIs joint meetings to address this.

GCU and PLPs confirm they work closely together as recorded in the programme development stakeholder engagement document. GCU and PLPs confirm monitoring system regulator reports to maintain safe learning environments for students. GCU and PLPs confirm that where appropriate, action plans are developed and implemented. There's additional confirmation of exceptional reporting processes to the NMC where there are risks to the safety and quality of student learning, including relevant outcomes from external regulator reports.

The 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 four NMC conditions and four university conditions. The university make four recommendations.

Update 8 April 2024:

GCU provide evidence to demonstrate the NMC conditions are met. GCU confirm that the university conditions are met.

The programme is recommended to the NMC for approval.

| Recommended outcome of the approval panel | |
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| **Recommended outcome to the NMC:** | Programme is recommended to the NMC for approval ☐ |
| | Programme is recommended for approval subject to specific conditions being met ☒ |

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| | Recommended to refuse approval of the programme ☐ |
| **Conditions:** | **Effective partnership working collaboration, culture, communication and resources:**<br><br>Condition one: Provide a strategy and implementation plan to ensure PUSCs are involved in all aspects of the student journey, including EDI training and wider preparation for involvement in student selection. (SFNME R1.12, R2.7, R5.14)<br><br>**Selection, admission and progression:**<br><br>Condition four: The programme team must amend all relevant documentation to remove reference to an NMC approved Master of Science (MSc) route. (SFNME R2.1; SPRP R2.1.1)<br><br>**Practice learning:**<br><br>Condition two: Ensure all programme expectations are clear and unambiguous for PLPs, to ensure consistency of student, practice supervisor and practice assessor understanding of protected learning time. (SPRP R1.5)<br><br>Condition three: Provide an implementation plan that details how practice supervisors, practice assessors and academic assessors are supported to understand their role and responsibilities in the context of the GCU SCPHN HV programme. (SFNME R2.4; SPRP R4.2)<br><br>**Assessment, fitness for practice and award:**<br><br>None Identified.<br><br>**Education governance: management and quality assurance:**<br><br>Condition five: The programme team must meet the conditions of the NMC to gain their approval of the SCPHN programme. (University condition) |

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| | Condition six: The programme team are required to review all programme review submission documentation and annexes for post visit edits including errors of terminology and typographic nature and currency. (University condition)<br><br>Condition seven: The programme team are required to explicitly outline the student journey in terms of what they'll study and what qualification they'll gain at the end of their studies. There should be clarity in how the recognition of prior learning (RPL) policy will work and guidelines surrounding period of registration within the university, to be kept in line with current GCU policies. (University condition)<br><br>Condition eight: The programme team are required to outline, in detail, how the blended delivery work on this programme. (University condition) |
| **Date condition(s) to be met:** | 5 April 2024 |
| **Recommendations to enhance the programme delivery:** | Recommendation one: It's recommended that in embedding EDI in the programme, a focus on empathy would be advantageous to the students. (University recommendation)<br><br>Recommendation two: Consideration should remain ongoing in developing modules with content around infectious disease management, vaccinations and so on. (University recommendation)<br><br>Recommendation three: It's recommended that the team review the learning outcomes and how they map to the dissertation module. (University recommendation)<br><br>Recommendation four: It's recommended the programme team review current mechanisms of obtaining student feedback to achieve better engagement. (University recommendation) |
| **Focused areas for future monitoring:** | Involvement of PUSCs in the SCPHN programme for HV including further representation from diverse groups. |

| Programme is recommended for approval subject to specific conditions being met |
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| **Commentary post review of evidence against conditions:** GCU provide additional evidence to ensure PUSCs are involved in all aspects of the student journey. This includes an opportunity for PUSCs to contribute to the student PAD and confirmation that the 'voice of the child' has been captured in programme development. Submitted documentation demonstrates awareness of EDI requirements and continued involvement of a breadth of PUSC representation. GCU confirm PUSC participation in EDI training and wider preparation for involvement in student selection. Condition one is met. GCU provide additional evidence to confirm all programme expectations are clear and unambiguous for PLPs, to ensure consistency of student, practice supervisor and practice assessor understanding of protected learning time. Condition two is met. GCU confirm there are PLP processes in place to verify a programme of support to complete the required preparation to act as practice assessor and/or practice supervisor for SCPHN students. GCU provide an implementation plan that details how practice supervisors, practice assessors and academic assessors are supported to understand their role and responsibilities in the context of the GCU SCPHN HV programme. Condition three is met. The programme team have amended all relevant documentation to remove reference to an NMC approved MSc route. Condition four is met. GCU confirm that the university conditions are met. |

| **AEI Observations** | Observations have been made by the education institution    YES ☐    NO ☒ |
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| **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:** | 5 April 2024 |

**Section three**

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| NMC Programme standards |
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| Please refer to NMC standards reference points:<br>*Standards for post-registration education programmes* (NMC, 2022)<br>*Standards of proficiency for specialist community public health nurses* (NMC, 2022)<br>*Standards framework for nursing and midwifery education* (NMC, 2018)<br>*Standards for student supervision and assessment* (NMC, 2018)<br>*The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018)<br>*Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2019)<br>*QA Handbook* (NMC, 2022) |

| Partnerships |
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| The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders. |
| **Please refer to the following NMC standards reference points for this section:**<br><br>*Standards framework for nursing and midwifery education* (NMC, 2018)<br><br>**Standard 1: The learning culture:**<br>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders<br>R1.13 work with service providers to demonstrate and promote inter-professional learning and working<br><br>**Standard 2: Educational governance and quality:**<br>R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders<br>R2.4 comply with NMC *Standards for student supervision and assessment*<br>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<br>R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation<br>R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection |

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

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

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

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

**Standard 4: Educators and assessors:**
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

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

R5.14 a range of people including service users contribute to student assessment

*Standards for student supervision and assessment* (NMC, 2018)

**Standard 1: Organisation of practice learning:**
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

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

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

**Standard 2: Expectations of practice supervisors:**
R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

**Standard 3: Practice supervisors: role and responsibilities:**
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

**Standard 4: Practice supervisors: contribution to assessment and progression:**
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

**Standard 7: Practice assessors: responsibilities:**
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

**Standard 9: Academic assessors: responsibilities:**
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

## Findings against the standard and requirements

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

Documentary evidence and the approval visit demonstrate evidence of partnership working between GCU and key stakeholders. There's established GCU processes providing channels of communication with PLPs at strategic and operational levels to ensure effective partnership working and co-production of the programme.

There's documentary evidence that stakeholders including PLPs, PUSCs and students have been involved in the co-production, design and development of the programme. We've seen consultation invites, early insights from different surveys and minutes from stakeholder engagement meetings. Discussion at the visit confirms co-production, with a clear attempt to engage PUSCs, but most curriculum development is supported by professionals working in the SCPHN field.

GCU and PLPs confirm that they meet regularly to evaluate and review the ongoing governance of the programme. At the visit PLPs and the programme team give us examples of programme improvements made in co-production. These included streamlining of practice learning documentation, improved communication between practice assessors, practice supervisors and the programme team and more learning related to fundamental aspects of SCPHN practice, assessment and caseload management. Senior PLP leaders tell us they work in partnership with

GCU and confirm their confidence in the programme to develop students who are prepared to deliver HV services that meet the needs of the local population.

PLPs tell us about the shared commitment to recruitment and selection processes that aim to achieve results in ensuring the inclusivity of applicants from a range of diverse backgrounds. It's noted that all current and previous students are white British and attempts to broaden the demographics of the student cohort to meet the diverse needs of the community are being discussed at all levels within GCU and across PLPs.

The programme team and PLPs confirm they're proactive if student concerns or practice learning issues are identified and that they work in partnership to resolve issues in a timely manner. Student, practice supervisor and practice assessor facing documents detail the process for identifying and raising concerns. Practice assessors and practice supervisors tell us there's robust support and regular training updates from the programme team, including via an online communications hub and that they know how to raise and escalate concerns using the documented process.

Documentary evidence, students and new SCPHN graduates at the approval visit confirm that they've been able to contribute their views to the development of the proposed programme. Current and former students give us examples of how their feedback is informing aspects of the programme. GCU teaches research across disciplines which the students enjoy. They suggest the new programme should include teaching the 'advanced research methods' module first as this would help with doing research and academic writing. This research module appears in the first trimester. Students also suggest having joint lessons with students from other disciplines such as social work, which would enhance learning around child protection, neurodiversity and interacting with other agencies. GCU are considering the feasibility of this as it involves other programmes. Students also suggest making practice learning documentation simpler by inclusion of reflection pieces throughout the PAD. An opportunity to add reflections is included in the PAD.

Opportunities to explore multi-disciplinary working are provided within the module content including through a simulated learning activity. There's time allocated in practice learning to explore inter-professional working with alternative public health services. Students confirm they're provided with opportunities to explore working with other professionals and agencies in the wider context of public health. Students confirm that GCU is responsive to their feedback, and they feel listened to. They confirm they know the process of raising and escalating concerns if needed. They give an example of when communication between the health board and GCU was less than optimal. Many students raised and escalated their concerns regarding this and GCU promptly followed these up and addressed them. Students are also able to provide feedback to the GCU school council through an identified student representative. Students tell us they're supported by practice assessors and practice supervisors and the online communication hub

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set-up between GCU and PLPs helps resolve issues quicker. There's documentary evidence that students' evaluations are raised and discussed with practice assessors and practice supervisors.

The programme team and senior GCU leaders tell us that they're committed to increasing involvement of PUSCs in the programme. They tell us about an overarching GCU strategy for an involvement group and their intention to establish a HV programme parent/carer consultation group, social media community sites and further develop relationships with diverse third sector organisations such as 'people first', 'dad's group' and 'happy valley'. PUSCs at the visit tell us they've been invited to consultation meetings and to share their experiences of HV with students and look forward to further involvement in the programme.

PUSCs highlight gaps in the current arrangements for involvement with the SCPHN programme, such as inclusion of diverse groups from the community, involvement in inclusive recruitment and selection of students and lack of support structures and training for PUSCs. PUSCs and the programme team confirm there's a gap in EDI training. The programme team tell us it's their intention to involve PUSCs across all aspects of programme delivery and that they're planning to develop their PUSC strategy. Documentary evidence of their implementation plan for PUSC involvement in the proposed programme is needed. This will assure us that PUSC involvement in recruitment, delivery, assessment, management and evaluation of the proposed programme relevant to HV is sustainable, equitable and achievable. (Condition one)

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

**MET** ☐    **NOT MET** ☒

Documentary evidence and meetings at the visit provide assurance that PUSCs are involved in the co-production of aspects of the programme and in some programme delivery. At the visit, GCU tell us it's their intention to involve PUSCs in all aspects of the student journey and programme delivery. The programme team need to document their plans for PUSC involvement to assure us this is sustainably achievable in all aspects of the SCPHN programme. (Condition one)

Condition one: Provide a strategy and implementation plan to ensure PUSCs are involved in all aspects of the student journey, including EDI training and wider preparation for involvement in student selection. (SFNME R1.12, R2.7, R5.14)

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

**MET** ☒    **NOT MET** ☐

| Post Event Review |
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| **Identify how the condition is met:**<br><br>Condition one: GCU provide an equality outcomes policy, dignity at work policy and a strategy and implementation plan to ensure PUSCs are involved in all aspects of the HV student journey, including EDI training and wider preparation for involvement in student selection.<br><br>Condition one is met.<br><br>Evidence:<br>GCU PgD SCPHN (HV) programme team response to approval panel, undated<br>GCU PgD SCPHN (HV) strategy and implementation plan for PUSC involvement, March 2024 |
| **Date condition(s) met:** 5 April 2024 |
| **Revised outcome after condition(s) met:**      **MET** ☒      **NOT MET** ☐ |

| **Independent/Supplementary Prescriber (V300)** |
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| Please indicate whether the V300 is a compulsory or optional element of the Specialist community public health nursing programme.<br><div align="right">**Optional** ☐    **Compulsory** ☐    **N/A** ☒</div><br>The V300 qualification isn't included in the SCPHN programme.<br><br>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)*<br><div align="right">**YES** ☐    **NO** ☒</div><br>**OR**<br><br>If V300 is approved against *Standards for prescribing programmes* and *Standards of proficiency for nurse and midwife prescriber* provide the date it was approved: |

| **Student journey through the programme** |
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| **Standard 1: Selection, admission and progression** |

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

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

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

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

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

*Standards framework for nursing and midwifery education,* specifically R2.6, R2.7, R2.8, R2.10

**Proposed transfer of current students to the programme under review**

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![Mott MacDonald logo]

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).

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

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

| **Findings against the standard and requirements** |
|:---:|

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

- Evidence of processes to ensure that the applicant is a NMC registered nurse (level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Specialist Community Public Health Nurse (SCPHN) programme before being considered as eligible to apply for entry (R1.1.1)
  **YES** ☒   **NO** ☐   **N/A** ☐

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

An SPQ programme isn't proposed.

- Processes are in place to confirm on entry that each applicant selected to undertake a SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme (R1.2)
  **YES** ☒       **NO** ☐

- Evidence of selection process that demonstrates opportunities that enable eligible NMC registered nurses and/or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme (R1.3)
  **YES** ☒   **NO** ☐   **N/A** ☐

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

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

**Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met**

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

  **MET** ☐    **NOT MET** ☒

R1.5 is not met. Documentary evidence demonstrates that GCU practice learning environment audits are in place to ensure placement quality and safety for students. Quality assurance for practice environments is confirmed through the NES quality standards for practice learning audit process and via the student feedback mechanisms offered via the quality management of practice learning experiences tool. The audits ensure the SSSA are in place and that practice supervisors and practice assessors are prepared to support SCPHN (HV) students.

At the visit, GCU confirm there are strategic and operational committees, as well as organisational leads with responsibility for the quality of practice learning. There are processes to manage risks to the safety and quality of SCPHN education including policies for escalation of concern. There's school level practice learning guidance provided to all healthcare students which includes professional responsibilities, raising concerns and complaints. Students, practice assessors and practice supervisors confirm that these processes are documented and clear. The governance process between PLPs and GCU enables opportunities for eligible self-employed or self-funded applicants to undertake safe and effective SCPHN HV practice learning experiences with the PLPs.

Documentary evidence and meetings at the visit confirm a commitment from PLPs to ensure protected learning time for students. The programme team, students and PLP managers inform us that protected learning time arrangements are locally agreed between the practice supervisor, practice assessor and student. The feedback from PLPs and students at the visit demonstrates wide variation in application of these arrangements in different practice areas. An agreed number of hours and/or days per week for all students will ensure equity, with a specific amount of added time for those with additional learning needs, identified in a university learning support profile. (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)

  **YES** ☒ **NO** ☐ **N/A** ☐

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

  **N/A** ☒

An SPQ programme isn't proposed.

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

  **YES** ☐ **NO** ☐ **N/A** ☒

The V300 qualification isn't included in the proposed programme.

- 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** ☒

The V300 qualification isn't included in the proposed programme.

| **Proposed transfer of current students to the programme under review** |
|---|
| **From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the *Standards for post-registration education programmes* and *Standards of proficiency for specialist community public health nurses (NMC, 2022)* will be met through the transfer of existing students onto the proposed programme.**<br><br>There's no planned transfer of existing SCPHN students proposed. All students will complete their current programme. |
| **Proposed transfer of current students to the *<u>Standards for student supervision and assessment (SSSA)</u>* (NMC, 2018).** |

**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.**

There's no transfer of existing SCPHN students proposed. Students on the current programme are supported in line with the SSSA.

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** ☒

Practice supervisors, practice assessors and students state that there's wide variation in the application of protected learning time. The arrangements for protected learning time being agreed at a local level, leads to the risk that some students may be unable to undertake and be appropriately supported throughout the programme, if there's confusion over programme requirements.

Condition two: Ensure all programme expectations are clear and unambiguous for PLPs, to ensure consistency of student, practice supervisor and practice assessor understanding of protected learning time. (SPRP R1.5)

**Date:** 7 March 2024

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

Condition two: GCU provide additional evidence to confirm all programme expectations are clear and unambiguous for PLPs, to ensure consistency of student, practice supervisor and practice assessor understanding of protected learning time. This includes documentation stipulating the requirement to ensure an equitable minimum protected learning time for students. For students with a learning support profile, additional protected learning time may be agreed between GCU and PLPs.

Condition two is met.

Evidence:
GCU PgD SCPHN (HV) programme team response to approval panel, undated
GCU PgD SCPHN (HV) practice supervisor, practice assessor and academic assessor implementation plan for preparation and support, March 2024

**Date condition(s) met:** 5 April 2024

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

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

R2.9 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies

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

R2.11 ensure programmes are:

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

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

*Standards framework for nursing and midwifery education,* specifically R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; 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

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**Findings against the standard and requirements**

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

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

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

   YES ☐   NO ☒   N/A ☐

R2.1.1 is not met. Programme documentation currently refers to a MSc route. The programme team confirm eligibility to register is conferred at PgD. Reference to a MSc route must be removed from the programme documentation.

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

**N/A** ☒

An SPQ programme isn't proposed.

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

**YES** ☒  **NO** ☐

- 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** ☒

The V300 qualification isn't included in the proposed programme.

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

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

**YES** ☒  **NO** ☐  **N/A** ☐

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

**YES** ☐  **NO** ☐  **N/A** ☒

A public health nurse qualification isn't included in the proposed programme.

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

**N/A** ☒

An SPQ programme isn't proposed.

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

**N/A** ☒

An SPQ programme isn't proposed.

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

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

  **YES** ☒　　**NO** ☐　**N/A** ☐

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

  **YES** ☐　　**NO** ☐　**N/A** ☒

A public health nurse qualification isn't included in the proposed programme.

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

  **N/A** ☒

An SPQ programme isn't proposed.

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**Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.**

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

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

  **MET** ☒　　**NOT MET** ☐　**N/A** ☐

R2.6.1 is met. Documentary evidence and discussion at the visit, shows the SPSCPHN are met through the modules. The SPSCPHN are also mapped in the PAD.

The GCU programme has three 15-week trimesters. All modules must be passed at level 11. The first trimester includes the 'advanced research' module and in trimester two students complete the 'advanced leadership for health and social care practitioners' module. The general content for these modules includes a focus

on population health and improvement and developing students to explore and evaluate evidence for research and practice. The 'advanced leadership for health and social care practitioners' module and the 'art and science of HV practice' module, studied across trimesters one and two, critically explore social issues, health inequalities and considers how HVs can participate in co-production and optimising health and wellbeing outcomes for children and families, communities and populations at local, national and global levels. A final 15 credit 'consolidated practice' module in the third trimester is a graded placement. Only students who complete 120 credits at Level 11 are eligible to enter the SCPHN register.

All modules are clearly mapped against the core and HV specific SPSCPHN in terms of teaching and assessment.

The 'common good curriculum' at GCU is identified in the student handbook to support students to achieve core values in, integrity, creativity, responsibility and confidence. Examples are recognising and addressing global social challenges, participating in the community at local, national and global level, identifying opportunities for change, creating ethical solutions with empathy resilience and professionalism.

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

**MET** ☐     **NOT MET** ☐    **N/A** ☒

A public health nurse qualification isn't included in the proposed programme.

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

**N/A** ☒

An SPQ programme isn't proposed.

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

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

**MET** ☒     **NOT MET** ☐

R2.7.1 is met. Module specifications identify the content and assessment necessary to meet the learning outcomes for the field of HV practice. Each module

is mapped to demonstrate the achievement of overall SCPHN programme outcomes.

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

**N/A** ⊠

An SPQ programme isn't proposed.

- Evidence to ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment (R2.8)

**MET** ⊠ **NOT MET** ☐

R2.8 is met. Documentary evidence and discussions at the visit confirm GCU's commitment to the use of technology and simulated learning in the programme. There's evidence of an appropriate infrastructure which supports SCPHN students in the use of effective and proportionate technology and simulation within the programme.

GCU resources include the inter-professional simulation centre equipped with state-of-the-art high and low fidelity simulators and camera recording equipment. As part of this centre students have access to a home environment which provides a unique, adaptable learning space for community nursing and HV scenarios. There's use of virtual reality, simulation manikins that reflect a diverse population and the use of video recording and feedback to support student development and reflection. The programme team tell us that access to these GCU shared facilities are pre-planned and built into the module virtual learning schedules. The GCU team provide assurance that practice supervisors, practice assessors and PUSCs are involved in the role plays, acting as co-facilitators within the 'art and science of HV' module and working with academic staff to develop case studies and reusable learning objects. Students value the opportunity for simulated learning which can be recorded in the PAD.

The programme team are involved in ongoing discussions with NES about the future development of an electronic PAD. The programme team adopts the pan-London PAD for SCPHN, which has been added to with pertinent information related to HV practice in Scotland.

- Evidence to ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies (R2.9)

**MET** ⊠ **NOT MET** ☐

R2.9 is met. Documentary evidence and subsequent discussion at the visit gives assurance that the programme provides a balance of theory and practice learning opportunities. It's clear there's a breadth of learning and teaching strategies across the curriculum. GCU have resources to support technology enhanced and simulation opportunities, with predominately on campus teaching in the theoretical part of the programme. Students are satisfied by the teaching and the support they're given to achieve.

Simulation is used proportionately to provide students with opportunities to practice difficult to access scenarios and to rehearse some SPSCPHN. Examples of simulated learning include assessing risks in the home environment. The United Nations international children's emergency fund baby-friendly training is mandatory and recorded in the PAD. Links are made with the local community and a local father's group is invited to talk to the students. This is confirmed by the PUSCs attending the visit.

**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 isn't delivered in Wales.

- 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** ☒

Programme documentation currently refers to MSc route that leads to eligibility to register with the NMC as a SCPHN. GCU confirm that eligibility to register as a SCPHN is achieved at PgD. Therefore, documentation needs amending to ensure all regulatory requirements are met. (Condition four).

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to curricula are met
  **YES** ☒  **NO** ☐

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

Programme documentation refers to a MSc route. Eligibility to register is confirmed on successful completion of the PgD and reference to MSc needs to be removed from the documentation.

Condition four: The programme team must amend all relevant documentation to remove reference to an NMC approved MSc route. (SFNME R2.1; SPRP R2.1.1)

**Date:** 7 March 2024

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

Condition four: The programme team have amended all relevant documentation to remove reference to an NMC approved MSc route.

Condition four is met.

Evidence:
GCU PgD SCPHN (HV) programme team response to approval panel, undated
PgD SCPHN (HV) programme approval document, March 2024
PgD SCPHN (HV) programme handbook, 2024-2025, undated
PgD SCPHN (HV) PAD, undated
PgD SCPHN (HV) practice learning handbook, 2024-2025, undated
PgD SCPHN (HV) module descriptors, undated
PgD SCPHN (HV) curriculum vitae booklet, January 2024
PgD SCPHN (HV) stakeholder evidence document, March 2024
PgD SCPHN (HV) curriculum map, undated

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| **Date condition(s) met:** 5 April 2024 | |
| **Revised outcome after condition(s) met:** | **MET** ☒  **NOT MET** ☐ |

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| **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:**

![NMC Nursing & Midwifery Council logo]

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assurance of nursing, midwifery and
nursing associate education.

![Mott MacDonald logo]

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; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

| Findings against the standard and requirements |
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**Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.**

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

MET ☒     NOT MET ☐

R3.1 is met. Documentary evidence and visit discussions confirm effective strategic and operational arrangements for practice learning for students undertaking the programme. There are robust processes that ensure practice learning governance and compliance with the SSSA.

There's documentary evidence that the programme team and PLPs manage the recruitment and selection process effectively. Selection and recruitment is currently overseen by PLPs within their recruitment process. Each NHS health board has EDI principles embedded within their recruitment policies. GCU's programme team currently participate in the final stage of interviewing for candidates in partnership with PLPs. The programme team tell us that discussions are ongoing with PLPs to increase involvement of academic staff in earlier stages of the selection and recruitment process.

At the visit, the programme team confirm their commitment to supporting self-employed or self-funded students. They tell us that GCU's admission policy and dignity in work and study policy underpins the selection and recruitment approach. The programme team work in partnership with PLPs who've agreed to provide placements for self-employed and self-funded students should the occasion arise, providing the applicant is successful at interview. GCU provide documentation demonstrating applicants, including those who are self-employed or self-funding, are interviewed prior to registration on the programme. A practice supervisor and a practice assessor are identified once the placement is agreed.

Applicants and prospective students' individual requirements and characteristics are supported and protected from a practice and educational perspective by the respective EDI policies. This support and protection apply to both the selection and recruitment process and for the duration of their participation in the programme. Oversight and monitoring of this are assured through scheduled face to face contact between the student and their academic advisor and scheduled contacts between the practice assessor and academic assessor including practice visits.

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

  **MET** ☒      **NOT MET** ☐

R3.2 is met. Documentary evidence and the meeting with students confirm that they're informed about practice learning requirements and expectations for the SCPHN programme. The governance framework ensures that a partnership approach is taken to arranging practice learning including practice supervision and practice assessment. This also applies to placements for self-funded and self-employed students.

SCPHN HV students have an allocated placement area with an identified practice assessor and practice supervisor agreed in partnership with the supporting PLP.

Safe, kind, effective care through quality
assurance of nursing, midwifery and
nursing associate education.

Students are provided with guidance through the programme handbook, practice placement guidelines, student practice guidance and their HV PAD. Student documentation confirms the responsibilities of students for their own learning and for the development of self-assessment and reflective practice as well as their responsibilities in the escalation of any concerns or issues.

Students tell us that they're clear about their responsibilities within the programme. They confirm that they follow student documentation including published processes for raising concerns.

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

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

**MET** ☒    **NOT MET** ☐    **N/A** ☐

R3.3.1 is met. Documentation and discussion at the visit confirm that students are allocated practice learning opportunities that enable them to develop and meet the SPSCPHN relevant to HV practice. In addition to practice opportunities, simulated practice is available to students. This is where practice supervisors, practice assessors and academic assessors observe students' practise and analyse situations that students could come across in the home situation. There's evidence in the PAD, which is confirmed at the visit, that students are enabled to use alternative learning experiences to enhance their learning journey. Students confirm they're encouraged to spend time in alternative practice locations to expand their learning opportunities to meet the SPSCPHN.

- SCPHN public health nurse (R3.3.2)

**MET** ☐    **NOT MET** ☐    **N/A** ☒

A public health nurse qualification isn't included in the proposed programme.

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

**N/A** ☒

An SPQ programme isn't proposed.

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

**N/A** ☒

| An SPQ programme isn't proposed. |
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**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)

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**YES** ☒          **NO** ☐

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**Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.**

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

<div align="center">

**MET** ☒          **NOT MET** ☐

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R3.5 is met. Documentary evidence and students at the approval visit confirm that students' individual learning needs and personal circumstances are considered when practice learning is allocated. The PADs provide an opportunity for students to identify their personal learning needs in each term, so that learning opportunities can be tailored to meet their needs. There's a regular scheduled review of student progress including action planning to identify students who require additional support. Students are encouraged to approach the programme team to disclose any additional support needs (not previously disclosed via the occupational health screening process) and are directed to engage with GCU's disability service for the generation of a reasonable adjustment plan. A tripartite placement planning meeting is also offered between the student, their practice assessor, practice supervisor and academic assessor.

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)

<div align="center">

**MET** ☒          **NOT MET** ☐          **N/A** ☐

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R3.6.1 is met. The documentary evidence provided and confirmation from the students at the visit, confirms students' individual learning needs are met through a learning support profile and required reasonable adjustments are made.
The programme schedule and student handbook provide students with a clear overview of theoretical and practice learning tailored to each trimester in the programme. This information includes the module delivery periods and the dates

for submission of both theoretical and practice assessment and demonstrates a period of practice learning. There's a tutorial system which support students' individual development with assessed theoretical work including opportunities for formative feedback. The programme concludes with a 15-week practice module which is graded and must be passed.

Practice learning is structured by students' self-assessment and discussion of learning needs with practice supervisors and practice assessors with opportunities for formative feedback and development.

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

**N/A** ☒

An SPQ programme isn't proposed.

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

**YES** ☒ **NO** ☐

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

**YES** ☒ **NO** ☐

| Outcome |
|---|

| **Is the standard met?** | **MET** ☒ **NOT MET** ☐ |
|---|---|

**Date:** 7 March 2024

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

N/A

**Date condition(s) met:**

N/A

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

N/A

| Standard 4: Supervision and assessment |
|---|
| **Approved education institutions, together with practice learning partners, must:** |

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

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

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

R4.4 ensure practice supervisors:

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

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

R4.5 ensure practice and academic assessors:

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

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

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

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

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

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

R4.7.2 SCPHN public health nurse,

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

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

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

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

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

R4.9.2 SCPHN public health nurse practice,

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

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

*Standards framework for nursing and midwifery education,* specifically*: R2.11; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17; R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9*

*Standards for student supervision and assessment,* specifically *R4.1 – R4.11*

| **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 visit confirms that governance processes are in place to oversee the effectiveness of student support, supervision, learning and assessment on the SCPHN programme and to ensure that the SFNME is monitored and met. The overall quality of the student experience on the SCPHN programme is monitored through several processes. There's a process for appointment and oversight of external examiners who comment on the quality and effectiveness of student learning and assessment in both theory and practice. There's evidence of an established system of student evaluation, including placement evaluations and feedback to PLPs. Students tell us that the programme team are responsive to their evaluations and provide examples of changes that are made in the proposed programme from their feedback.

Students and PLPs confirm that GCU processes help to ensure that students are supported in their theoretical and practice learning. They confirm that there's early identification of any learning needs or difficulties and tell us of the effective support provided by the programme team.

Students confirm they're supported in accordance with the SSSA. They're allocated a SCPHN HV registered practice supervisor, practice assessor and academic assessor. There are processes to support individual learning needs in theory and practice. Students confirm the effectiveness of support provided by the programme team, practice assessors and practice supervisors and the availability of GCU resources to support their health and wellbeing. There are processes to enable formative and summative feedback throughout the proposed programme in theory and practice.

Practice assessors and practice supervisors confirm they receive appropriate preceptorship, induction and time to support student learning and assessment.

Documentary evidence and visit discussions confirms that GCU have processes to ensure students and PLPs are involved in ongoing programme improvement and feedback. There's evidence of co-production including mechanisms to provide feedback to practice assessors and practice supervisors. There are processes for escalating concerns for students and PLPs.

- 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 not met. There's evidence of partnership working with PLPs to ensure that the SSSA is embedded in the programme. At the visit, PLPs confirm training is provided for practice supervisors and practice assessors and this is seen in the documentation. GCU meet with practice supervisors and practice assessors to provide opportunities for discussion and learning and plan to continue practice supervisor and practice assessor updates.

At the approval visit, practice assessors and practice supervisors all agree they feel involved and engaged in the new programme and always feel listened to by GCU with regard to any practice issues.

Students, practice supervisors and practice assessors report they'd benefit from a greater understanding of practice supervisor, practice assessor and academic assessor roles and how they apply to the new programme. This includes using the new PAD. Students and former students at the visit tell us about their experience of varying levels of understanding about roles and responsibilities from practice supervisors and practice assessors.

The programme team needs to provide an implementation plan that details how practice supervisors, practice assessors and academic assessors are supported to

understand their role and responsibilities in the context of the GCU SCPHN HV programme. (Condition three)

- 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. Documentation and discussion at the approval visit with PLPs, students, practice supervisors and practice assessors assure us that an appropriate governance structure is in place to ensure compliance with the SSSA. The PAD is a record of communication between the student, practice supervisor, practice assessor and academic assessor.

Additionally, PADs provide opportunities for regular liaison between practice supervisors and practice assessors. The overall confirmation of proficiency is agreed between academic assessors and practice assessors as part of the practice assessment process. Achievement of all theoretical and practice learning is confirmed in an ongoing achievement record.

**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 facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students (R4.4.2)

**YES** ☒     **NO** ☐     **N/A** ☐

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

**YES** ☒     **NO** ☐     **N/A** ☐

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

**YES** ☒     **NO** ☐     **N/A** ☐

**Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met**

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

**MET** ☒        **NOT MET** ☐

R4.6 is met. Documentation indicates that students are assigned an appropriately trained practice assessor that's aligned to the field of SCPHN practice the student is undertaking. This is confirmed at the visit by students and practice assessors. PLPs provide training for practice assessors. GCU plans to continue meetings with practice supervisors and assessors once or twice per term to provide ongoing support for their role.

- 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 visit confirm processes in place to ensure that the same person fulfils the role of practice supervisor and practice assessor in exceptional circumstances only. Once a student is allocated to a placement, practice learning advisors link with placement settings. Where students or PLPs identify there are exceptional circumstances occurring this is escalated to the programme leader. An agreed, time limited action plan is initiated with the PLP and the student learning experience is monitored. A new practice assessor or practice supervisor is identified if circumstances are unlikely to be resolved in the short term. An example of exceptional circumstances includes the sudden illness or absence of a practice supervisor or practice assessor.

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

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

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

**YES** ☒    **NO** ☐    **N/A** ☐

- SCPHN public health nurse (R4.7.2)

**YES** ☐    **NO** ☐    **N/A** ☒

A public health nurse qualification isn't included in the proposed programme.

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

**N/A** ☒

An SPQ programme isn't proposed.

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

**N/A** ☒

An SPQ programme isn't proposed.

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

**YES** ☒    **NO** ☐

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

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

**YES** ☒    **NO** ☐    **N/A** ☐

- SCPHN public health nurse practice (R4.9.2)

**YES** ☐    **NO** ☐    **N/A** ☒

A public health nurse qualification isn't included in the proposed programme.

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

**N/A** ☒

An SPQ programme isn't proposed.

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

| | N/A ⊠ |
|---|---|
| An SPQ programme isn't proposed. | |

| Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met    YES ☐    NO ⊠

At the visit, students state that practice supervisors and practice assessors need more support to understand their roles and responsibilities aligned with the SSSA. GCU confirm they'll meet once or twice per term with practice supervisors and practice assessors to provide ongoing support. (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 ⊠

GCU works with practice supervisors and practice assessors to develop a greater understanding of their roles and responsibilities. Students state they feel there appears to be a gap in practice supervisor and practice assessor understanding of their roles.

Condition three: Provide an implementation plan that details how practice supervisors, practice assessors and academic assessors are supported to understand their role and responsibilities in the context of the GCU SCPHN HV programme. (SFNME R2.4; SPRP R4.2)

**Date:** 7 March 2024

## Post event review

**Identify how the condition(s) is met:**

Condition three: GCU provide an implementation plan that details how practice supervisors, practice assessors and academic assessors are supported to understand their role and responsibilities in the context of the GCU SCPHN HV programme. GCU confirm there are PLP processes in place to verify a programme of support to complete the required preparation to act as practice assessor and/or practice supervisor for SCPHN students.

Condition three is met.

Evidence:
GCU PgD SCPHN (HV) programme team response to approval panel, undated

Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

**M M MOTT MACDONALD**

| GCU PgD SCPHN (HV) practice supervisor, practice assessor and academic assessor implementation plan for preparation and support, March 2024 |
|---|
| **Date condition(s) met:** 5 April 2024 |
| **Revised outcome after condition(s) met:**    MET ☒    NOT MET ☐ |

| **Standard 5: Qualification to be awarded** |
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**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 R2.11, R2.20*

| **Findings against the standards and requirements** |
|---|

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

- The programme award to be approved is clearly identified in all programme documentation and is a minimum of a postgraduate masters' level (R5.1)
  **YES ☒        NO ☐**

- Processes are in place to inform the student that the SCPHN award must be registered with the NMC within five years of successfully completing the

programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered (R5.2)

**YES** ☒  **NO** ☐  **N/A** ☐

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

**N/A** ☒

An SPQ programme isn't proposed.

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

The V300 qualification isn't included in the proposed programme.

- 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** ☒

The V300 qualification isn't included in the proposed programme.

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

**YES** ☐  **NO** ☐  **N/A** ☒

There's no fall back exit award that leads to SCPHN registration.

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:** 7 March 2024 | | |
| **Post event review** | | |
| **Identify how the condition(s) is met:** <br><br> N/A | | |
| **Date condition(s) met:** <br><br> N/A | | |
| **Revised outcome after condition(s) met:** <br><br> N/A | **MET** ☐ | **NOT MET** ☐ |

**Sources of evidence**

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

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

| | | |
|---|---|---|
| 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:

Practice learning information is included in the student programme handbook and PAD including responsibilities for practice supervisors, practice assessors and academic assessors.

There's no SCPHN apprenticeship route proposed.

List additional documentation:

Post visit documentation to meet conditions:
GCU PgD SCPHN (HV) programme team response to approval panel, undated
GCU PgD SCPHN (HV) strategy and implementation plan for PUSC involvement, March 2024
GCU PgD SCPHN (HV) practice supervisor, practice assessor and academic assessor implementation plan for preparation and support, March 2024
PgD SCPHN (HV) programme approval document, March 2024
PgD SCPHN (HV) programme handbook, 2024-2025, undated
PgD SCPHN (HV) PAD, undated
PgD SCPHN (HV) practice learning handbook, 2024-2025, undated
PgD SCPHN (HV) module descriptors, undated
PgD SCPHN (HV) curriculum vitae booklet, January 2024
PgD SCPHN (HV) stakeholder evidence document, March 2024
PgD SCPHN (HV) curriculum map, 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: | | |

nmc Nursing & Midwifery Council

Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

M M MOTT MACDONALD

| Two x school nursing (SN) students, 2022-2023<br>Three x HV students, 2022-2023<br>One x SN graduate, 2020-2021<br>Two x HV graduates, 2020-2021 | | |
|---|---|---|
| Service users and carers | ☒ | ☐ |
| If you stated no above, please provide the reason and mitigation:<br><br>There's no SCPHN apprenticeship route proposed. | | |
| Additional comments:<br><br>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:<br>Healthcare Improvement Scotland (HIS) inspection report, Forth Valley Royal Hospital, June 2022<br>HIS follow up inspection report, Forth Valley Royal Hospital, December 2022<br>HIS ionising radiation regulations 2017 inspection report, Forth Valley Royal Hospital, January 2024<br>HIS inspection report, the Queen Elizabeth University Hospital campus, May 2022<br>HIS inspection report, the Queen Elizabeth University Hospital campus, November 2022<br>HIS ionising radiation regulations 2017 inspection report, Queen Elizabeth University Hospital, January 2023<br>HIS inspection report, University Hospital Wishaw, October 2018 | | |
| If you stated no above, please provide the reason and mitigation:<br><br>GCU is an established AEI and visits to resources aren't required. | | |
| Additional comments:<br>None identified. | | |

| **Mott MacDonald Group Disclaimer** |
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| **Issue record** | | | |
|---|---|---|---|
| **Final Report** | | | |
| Author(s): | Elaine Tabony Kuldeep Singh | Date: | 18 March 2024 |
| Checked by: | Ian Felstead-Watts | Date: | 26 March 2024 |
| Submitted by: | Leeann Greer | Date: | 18 April 2024 |
| Approved by: | Natasha Thompson | Date: | 24 April 2024 |