Programme approval report

Section one

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

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

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

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

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

supplementary prescribing (V300) apprenticeship	SCQF ☐ Level 11
SPQ Health and social care nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
Date of approval visit:	14 June 2024

Programme start date:	
SPQ Community children's nursing	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community learning disabilities nursing	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community mental health nursing	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	
SPQ District nursing	
SPQ District nursing with integrated independent and supplementary prescribing (V300)	23 September 2024
SPQ General practice nursing	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	
SPQ Health and social care nursing	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community children's nursing apprenticeship	

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

Section two

Summary of review and findings

Keele University (KU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI) and an established provider of pre-registration and post-registration programmes including community nursing specialist practice qualifications (SPQ). KU present for approval a one-year full-time and two-year part-time SPQ programme in the field of district nursing (DN) with integrated independent and supplementary nurse prescribing (V300). KU also propose a SPQ DN with integrated V300 apprenticeship route.

The award is a postgraduate diploma (PG Dip) with 120 academic credits at level seven. Successful completion of the PG Dip award enables students to record the SPQ of DN with V300 with the NMC. There's no fall back exit award that leads to annotation with the NMC as a specialist practitioner. The full-time route is 52 weeks long, of which 45 are programmed weeks. The part-time two-year route and apprenticeship route are of 104 weeks duration. The programme is delivered at the KU campus in Staffordshire.

For September 2024 KU expect 12 part-time NHS England workforce, training and education (NHSE WTE) funded students and 10 apprenticeship students. The programme is also offered to non-NHS, self-employed and self-funded applicants. There's a flowchart to show the process and how KU, together with trust partner Midlands Partnership University NHS Foundation Trust (MPFT) support these applications. This process is confirmed by senior staff from KU and MPFT. The employer partner (EP) for the apprenticeship route is MPFT.

Senior KU staff tell us they're fully committed to the programme and feel they've developed a close and effective working relationship with MPFT. They believe they've a scalable model to respond to changing student numbers and funding levels. They're keen to provide the very best opportunities and resources to provide excellent DN education which addresses the local community nursing needs.

KU adopt the core SPQ practice assessment document (PAD) that's developed nationally by the Association of DN and Community Nurse Educators. The PAD is contextualised to the proposed KU SPQ programme.

Documentation and discussion at the approval visit with senior KU staff and the programme team confirm that equality, diversity and inclusion (EDI) is evident within the programme and is reinforced in day-to-day practice. Data and feedback from staff and students regarding recruitment, retention and progression as well as benchmarking data from professional bodies is used to promote this. The focus for KU's access and participation plan is to support students from underrepresented groups to access, participate and succeed in higher education. Data shows that,

compared to their peers at KU, outcomes are lower; for example, mature students and disabled students are less likely to complete their studies. No specific attainment gaps are identified across the cohort in terms of gender, ethnicity or identified disabilities of students. EDI is included in the taught content of the programme, for example addressing bias and micro aggressions. A range of resources are developed and a range of assessment methods offered to suit different learning needs and learning preferences, for example the choice between presenting a written assignment or presenting this as a professional discussion.

The approval visit confirms that KU have clear processes in place to work with their practice learning partner (PLP)/EP to mitigate risks to student learning. The PLP/EP tell us they've an excellent working relationship with KU and work closely on any adverse Care Quality Commission (CQC) reports to mitigate any risks. The placement team liaise with the PLP/EP to consider any impact on students. An action plan, where necessary, is developed to protect students in allocated placement areas where a risk to student learning is identified. Where it's identified that students could be directly negatively impacted, they're removed from the placement area and alternative placements sourced. Placements are regularly audited for suitability as areas for student learning. KU tell us they submit an exceptional report to the NMC identifying the risk and how this is being managed.

The approval visit is undertaken face to face.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level.

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 university conditions. One joint NMC and university recommendation is made. The university make one further recommendation.

Updated 23 July 2024:

KU confirm the four university conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐

	Programme is recommended for approval subject to specific conditions being met ⊠ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** Condition one: The programme team must provide revised programme and module documentation including ensuring that all modules use active assessment types and ensure that the final version of the programme specification is added to the eVision system. (University condition) Condition two: The programme team must provide a response to the external reviewer's report, stating any amendments that have been made to the programme documentation as a result of this feedback. (University condition) Condition three: The programme team must provide a programme-level assessment map for each route that shows the range of assessment methods used. (University condition) Condition four: The programme team must provide a copy of the correct marking criteria for the

	professional discussion assessments, ensuring appropriate alignment with the university's postgraduate marking criteria. (University condition)
Date condition(s) to be met:	16 July 2024
Recommendations to enhance the programme delivery:	Recommendation one: The programme team are recommended to review current arrangements for recruitment and support of people who use services and carers (PUSCs) to increase diversity in the PUSC group. (SFNME R1.12) (NMC and university recommendation) Recommendation two: It's recommended to review the submission timings of assessments to be more mindful of those with caring responsibilities, for example avoiding multiple assessment deadlines during school holidays. (University recommendation)
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: KU confirm the four university conditions are met.	
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	23 July 2024

Section three

Safe, kind, effective care through quality
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nursing associate education.

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

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.

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

Standards framework for nursing and midwifery education (NMC 2018, updated 2023)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders
R2.4 comply with NMC *Standards for student supervision and assessment*
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation |

R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
R5.14 a range of people including people who use services contribute to student assessment

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

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
R1.7 students are empowered to be proactive and to take responsibility for their learning
R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including users of service, registered and non-registered individuals, and other students as appropriate

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

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

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

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

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

Findings against the standard and requirements

Provide an <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, people who use services, students and any other stakeholders.

Documentation and the approval visit confirm that the programme's content is clearly developed in collaboration with their PLP and EP, students and PUSCs. This is achieved through several meetings, feedback opportunities and questionnaires dating back to October 2022. Additional feedback has also been sought on elements of the programme including development and delivery, design, structure, content, assessment, programme length and recruitment. From this several changes were agreed including varying assessment types, changing the start date to September, continuing the part-time route and inclusion of the V300, greater variation of teaching and learning styles and increasing practice hours from 120 days to 130 days to incorporate the V300 and health assessment modules.

Documentation and discussions at the approval visit confirm that KU has a well-established and effective working relationship with MPFT. Senior practice staff inform us they're fully committed to the programme and have enjoyed working with KU staff to develop a programme which grows leaders for the future and pushes

forward the community working agenda. They tell us that development of their staff through the DN programme has already made a real difference in their community teams. There's been several opportunities for clinical and operational leads, nurse educators, managers, practice assessors and practice supervisors to attend programme development meetings. Data from questionnaires and proposed changes for the new programme are presented and feedback is incorporated into the programme. This includes ensuring that the new clinical educator roles enable more focus on student support and an increase to 130 practice days to support development of the health assessment and V300 competencies. The decision to offer the part-time route is also from the PLP/EP as they feel the students are more likely to stay with the trust if they've been supported in this way.

Prior to the students commencing the programme, the PLP/EP supporting the student allocates an appropriately qualified and experienced practice assessor and practice supervisor to each student. KU allocate an academic assessor prior to the students commencing, and students are notified of their name and contact details. For the V300 prescribing and health assessment modules an additional practice assessor with experience and qualifications in these areas may also be appointed if the allocated practice assessor for the SPQ doesn't have relevant experience in prescribing. MPFT holds a local register of practice assessors with the relevant qualifications that can support students to undertake the health assessment and V300 modules and SPQ practice assessors to support students undertaking the DN SPQ programme.

Students tell us they're involved in the co-production of the new programme through seeking their views on proposed changes and strengths and weaknesses of the current programme. Feedback from students indicates they like both full- and part-time options but feel that the part-time route is less stressful as they're able to manage their time more easily. They indicate that the new programme provides more variety in learning styles and different choices of assessment linked to their own needs. Students tell us that the programme is transformative and a positive experience. They tell us they're extremely well supported by staff and have access to a wide variety of support for academic writing. Students feel well cared for and valued through the effective application of the extenuating circumstances policy. They're confident in raising and escalating concerns and are conversant with the policies for the PLP/EP and KU.

A questionnaire was sent out to gather the thoughts of PUSCs. This generated some useful feedback for the redevelopment of the programme. In follow-up discussions, options for further involvement by PUSCs was highlighted. This includes teaching and raising awareness of their lived experience through scenarios, simulations and group debates. PUSCs tell us they've been involved in compiling several questions to be used for recruitment and selection and they hope to be present at interviews in the future. There's a PUSC strategy and action plan and the PUSC group meet every six weeks. Documentation clearly states a commitment to the meaningful involvement of PUSCs in all activities, and there are further opportunities for students as the PLP/EP have their own PUSC groups and

offer additional learning opportunities in this way. PUSCs talk to the students to give them insight into their lived experiences of dementia, cancer, vulnerability and safeguarding and there are a range of life stories available as online teaching resources. KU don't currently offer reimbursement for PUSC activities or transport to attend the meetings. The panel recommend that to incentivise further recruitment to the programme, raise the profile of PUSCs and enhance diversity in the PUSC group, further consideration could be given to this. (Recommendation one)

Documentary evidence review, the programme team and the PLP/EP state that they jointly confirm suitable applicants to the programme. Applicants to the programme must meet the entry requirements including meeting the requirements of the V300 programme. The PLP/EP tell us they interview applicants jointly with the programme team. PUSCs tell us they've the opportunity to develop questions to be used as part of the interview process. They confirm they're not currently involved directly with the interviewing of applicants.

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

MET ☒   **NOT MET** ☐

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

MET ☒   **NOT MET** ☐

Post Event Review
Identify how the condition is met:
N/A
Date condition(s) met:
N/A

Revised outcome after condition(s) met:	**MET** ☐	**NOT MET** ☐
N/A		

Independent/Supplementary Prescriber (V300)
Please indicate whether the V300 is a compulsory or optional element of the Specialist practice programme.

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

Please indicate whether the V300 is to be approved at this event against the
Standards for prescribing programmes and *Standards of proficiency for nurse
and midwife prescriber* *(adoption of the Royal Pharmaceutical Society
competency framework for all prescribers) (NMC, 2021)*

YES ☐   **NO** ☒

OR

If V300 is approved against *Standards for prescribing programmes* and
Standards of proficiency for nurse and midwife prescriber provide the date it was
approved:

3 September 2019

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

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒ **NO** ☐ **N/A** ☐

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

  YES ☒ **NO** ☐

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒ **NO** ☐ **N/A** ☐

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

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

  MET ☒ **NOT MET** ☐

R1.5 is met. Documentation and discussion at the approval visit confirm that there are opportunities for students, practice assessors, practice supervisors and academic assessors to meet, including tripartite meetings. The PLP/EP agreement sets out clear arrangements and governance structures to support practice learning.

The PLP/EP's tellus they're happy to support self-employed and self-funded students and they'll be covered by an honorary NHS contract for their learning in practice. The programme team tell us they'll only accept self-employed and self-funding students onto the programme where all agreements are in place.

Protected learning time for students is detailed in the student learning contract which is completed and signed by the student prior to the programme starting. Students are seconded into a training post and awarded supernumerary status while undertaking the programme for theory and practice time (minimum of 130 days). Students, practice supervisors and practice assessors confirm that their current supernumerary status and protected learning time entitlement in the proposed programme is honoured. The PLP/EP tells us there are adequate practice supervisors and practice assessors in place to support students.

Documentation shows the process by which the PLP/EP and KU audit placements at least every two years. A placement information review and audit (PIRA) review may also be requested if adverse incidents occur that may impact on safe and effective learning. The PIRA document is completed at least once every two years, by the link lecturer and manager (or person designated by the manager for the placement) for all hub placement areas.

Documentation outlines the processes to raise any concerns. The PLP/EP, practice assessors, practice supervisors and students tell us they're aware of how to raise any concerns.

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

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

    N/A ☒

A SCPHN programme isn't proposed.

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

    YES ☒ **NO** ☐ **N/A** ☐

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

    YES ☒ **NO** ☐ **N/A** ☐

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

  YES ☒ **NO** ☐ **N/A** ☐

Proposed transfer of current students to the programme under review
From your documentary analysis and your meeting with students, provide an evaluative summary **to confirm how the** *Standards for post-registration education programmes* **and** *Standards of proficiency for specialist community public health nurses* **will be met through the transfer of existing students onto the proposed programme.**   Documentation states that there'll be no transfer of current students to the proposed programme. If a student takes a break in learning, then they'll return to complete their current programme of study.

Proposed transfer of current students to the *Standards for student supervision and assessment (SSSA)* **(NMC 2018, updated 2023).**
From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.   The current programme already conforms to the SSSA. No students need transferring.
Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met   **YES** ☒ **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐   **Date:** 14 June 2024
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A

Revised outcome after condition(s) met:	MET ☐	NOT MET ☐
N/A		

Standard 2: Curriculum

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

R2.1 confirm programmes comply with the NMC *Standards framework for nursing and midwifery education* including the confirmation of appropriately qualified and experienced people for programme delivery for:

R2.1.1 all selected fields of SCPHN practice and/or SCPHN PHN practice and/or for

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

R2.2 confirm SCPHN and/or SPQ programmes comply with the NMC *Standards for student supervision and assessment*

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

R2.4 state routes within the programme for:

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

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

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

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

R2.5 ensure programme learning outcomes reflect the:

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

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

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

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

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

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

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

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

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

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

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

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

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

R2.11 ensure programmes are:

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

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

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

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

Findings against the standard and requirements

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

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐   **N/A** ☐

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

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☐   **NO** ☐   **N/A** ☒

A community nursing SPQ in health and social care isn't proposed.

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

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒   **NO** ☐   **N/A** ☐

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

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

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  N/A ☒

A SCPHN programme isn't proposed.

- standards of proficiency for the community nursing SPQ that is tailored to
  the intended field of community nursing practice. These may be within
  community children's nursing, community learning disabilities nursing,
  community mental health nursing, district nursing, general practice nursing,

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or in other specified field(s) of community nursing in health and social care (R2.6.3)

MET ☒   **NOT MET** ☐

R2.6.3 is met. Documentation indicates that all module learning outcomes are mapped to the Standards of proficiency for community nursing SPQs (SPCNSPQ) (NMC, 2022) and are tailored to the DN field of practice. Module content reflects the general and professional content required to meet the SPCNSPQ and to ensure that students are prepared for SPQ DN community nursing practice. Documentation indicates modules which explore this content, with topics such as the development of innovative care delivery within specialist community nursing and leadership and managing community nursing teams. Students tell us the programme has transformed their practice and enabled them to view DN with new eyes, developing their confidence in practice as a leader. Students tell us they receive both timely and directive feedback in theory and practice.

Students are taught alongside other professionals while undertaking some of the modules. The V300 and health assessment modules are multi-professional and provide opportunities to learn alongside paramedics, physiotherapists and podiatrists.

When completing the V300, students are required to undertake learning contextualised to DN practice. The programme team tell us that students who use recognition of prior learning for the V300 element of the programme are expected to contextualise prescribing within the practice part of the SPQ programme by buddying with an existing SPQ DN V300 prescriber. This is supported by their practice supervisor and practice assessor.

PUSCs talk to the students to give them insight into their lived experiences of dementia, cancer, vulnerability and safeguarding along with a range of online teaching resources including video life stories.

Documentary evidence confirms that the programme team is suitably qualified to deliver the programme. The senior management team tell us that some KU academic staff are SPQ DN qualified and can support the programme lead if required. Documentation and the approval visit confirm that the programme involves the use of honorary and visiting lecturers as well as lead clinicians in the delivery of modules within the programme.

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)

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐

R2.7.2 is met. Documentation shows that module content is designed in collaboration with stakeholders and enables students to achieve the programme learning outcomes. Content is specific and relevant to the DN field of community practice and ensures students can meet the SPCNSPQ. For example, politics of health and principles of health economics, the advancement of evidence-based practice and research is explored as part of the research application in clinical practice module. As part of the health assessment in clinical practice module students explore the key concepts of physical examination and history taking, for example theories and models of history taking and assessment.

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

MET ☒   **NOT MET** ☐

R2.8 is met. The programme comprises of five modules, three 30 credit and two 15 credit modules, and is based on a 50 percent theory and 50 percent practice split with 10 weeks of consolidated practice learning at the end of the programme. A total of 130 practice days are completed during the programme; this incorporates the practice hours required to complete the health assessment module and the V300. Part-time students spend one day a week at university, one day in practice and half a day private study. Full-time students spend two days a week at university, two days in practice and have allocated private study days.

Module delivery uses a variety of learning and teaching methods, including lectures, small group work, discussions and individual presentations. The blended and flexible learning structure with distance, asynchronous and online approaches aim to support students' access to learning, particularly those who cannot attend campus regularly. Students are encouraged to take responsibility for their own learning through self-assessment, developing their individual learning plans and actively arranging spoke/alternative learning opportunities outside of their hub placement. A range of assessments are used in the programme including written assignments, professional discussions, reports, problem-solving exercises, examinations and oral presentations.

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

MET ☒   **NOT MET** ☐

R2.9 is met. There's evidence to indicate that the curriculum has an appropriate balance of theory and practice learning opportunities. Simulation based learning opportunities are used to support learning across the programme such as prescription writing and patient consultation. PUSCs tell us they're involved in simulation and students confirm this. Students tell us that the involvement of PUSCs in simulated scenarios makes their learning more life-like, and they tell us that working with PUSCs makes their learning experiences even better as this provides a different outlook.

Students and staff use a range of digital software to support teaching, assessment and feedback such as Mentimeter, safeMedicate, Microsoft (MS) Teams and Turnitin. Tripartite review meetings are held on a regular basis (four times a year) utilising MS Teams. Students also engage with a range of resources and digital sources promoted via the virtual learning environment (Blackboard), which support students to access timetabling and monitor attendance and engagement. Aptem, the apprenticeship management system, is used by apprentices as it includes key compliance documents, records of tripartite review meetings and managing off the job learning records.

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

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

  YES ☐   **NO** ☐   **N/A** ☒

The programme is delivered in England in English.

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 14 June 2024		

Post event review
Identify how the condition(s) is met:
N/A
Date condition(s) met:
N/A

Revised outcome after condition(s) met:	**MET** ☐	**NOT MET** ☐
N/A		

Standard 3: Practice learning

Approved education institutions must:

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

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

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

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

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

MET ☒   **NOT MET** ☐

R3.1 is met. Documentation and the approval visit confirm that SPQ practice supervisors and practice assessors are well prepared, supported and have experience for the student's field of practice. All students have a nominated practice supervisor, practice assessor and an academic assessor who hold the SPQ in DN. Prior to starting, the PLP/EP supporting the student, including self-funded and self-employed students, allocate an appropriately qualified and experienced practice assessor and practice supervisor to each student. KU also allocate an academic assessor to the programme prior to the students commencing. For the V300 and health assessment modules, additional suitably qualified practice assessors may also be allocated if the SPQ practice assessor doesn't have appropriate qualifications or experience in these areas. The PLP/EP inform us that they've enough practice assessors and practice supervisors to meet student needs and avoid any duplication of roles.

The practice learning agreement between KU and MPFT confirms that effective arrangements and governance for practice learning are in place for all students. KU and the PLP/EP tell us regular meetings are held and work collaboratively to discuss any concerns and monitor all aspects of practice learning.

Academic assessors of SPQ DN students have regular tripartite meetings with the practice assessor and the student to discuss progress. There's a record of meetings log sheet to record these meetings. Educational audits are completed every two years unless an issue with the placement area is raised at which time they'd then be re-audited. Each placement area has a link lecturer as a point of contact for placement issues; the programme lead also works closely with the practice assessors and practice supervisors in the placement.

Documentation and the approval visit confirm that self-employed and self-funded students are supported to apply for the programme, and a flow chart shows the process that's undertaken. If a student is successful at interview a conditional offer is made subject to appropriate governance structures being in place to support learning. As part of this the student has an honorary contract with the PLP for the duration of the SPQ programme.

- 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. Documentation and the approval visit confirm that systems are in place to ensure there's sufficient practice assessor and practice supervisor capacity to support students in practice learning environments.

The programme handbook, the PAD and practice assessor and practice supervisor programme documentation clearly define the roles and responsibilities of students, practice assessors, practice supervisors and academic assessors in arranging supervision and assessment in practice. Practice assessors and nominated practice supervisors must evidence an SPQ DN qualification and have experience of working as an SPQ DN. MPFT practice leads tell us they've internal systems as part of staff records to ensure correct skills. Practice assessors and practice supervisors have undertaken SSSA training within MPFT prior to the DN programme commencing which covers the roles and responsibilities of the practice assessor, practice supervisor and academic assessor. KU tell us they meet with the practice assessor and practice supervisor before the SPQ student commences the programme. During the programme they monitor any concerns through regular contact with the practice assessor and practice supervisor.

All practice assessors and practice supervisors attend a half day programme induction session prior to the programme commencing where the roles and responsibilities are reinforced along with the programme structure and documentation. KU also offer a range of continuing professional development modules to support practice staff, including facilitating learning and teach the teacher.

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

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

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.3.3 is met. Documentation and the approval visit confirm that a wide range of practice learning opportunities are provided that allow students to develop and progress towards achievement of the SPCNSPQ. The PAD is the framework for practice learning assessment. Self-assessment at the start of the programme using strengths, challenges, opportunities and barriers enables students, practice assessors and practice supervisors to inform the development of a learning agreement which is then regularly reviewed and adapted at tripartite meetings. The plan is reviewed to monitor progression towards achievement of the programme outcomes and the SPCNSPQ and recorded in the PAD. Students tell us they learn so much during the programme from their practice learning experiences and have confidence in practice as a SPQ DN.

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

MET ☐   **NOT MET** ☐   **N/A** ☒

Other specified fields of community nursing SPQ in health and social care aren't proposed.

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

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R3.4)

YES ☒   **NO** ☐

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

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

    MET ⊠   **NOT MET** ☐

R3.5 is met. Students tell us there are a wide range of support services available so that individual learning needs and personal circumstances can be considered both at KU and in practice. The disability inclusion tutors and student experience and support officers offer help and provide advice on additional support available including reasonable adjustments or accessibility issues.

There are a range of services available for mental health, financial hardship, academic writing and library referencing skills. A 2000-word community health assignment is completed at the start of the programme to support students with their level seven academic writing development. Feedback is given to aid academic writing development and highlight any additional individual support that may be beneficial. One to one support is offered to help develop academic writing and this is much appreciated by students.

Documentary evidence and the approval visit confirm that students access regular feedback from academic assessors, practice assessors and practice supervisors. Students tell us they feel supported by both academic and practice staff and feel confident to raise a concern.

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

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

    N/A ⊠

A SCPHN programme isn't proposed.

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

    MET ⊠   **NOT MET** ☐   **N/A** ☐

R3.6.2 is met. Students tell us they meet regularly with their practice assessor, practice supervisor and academic assessor through tripartite meetings to review

progress and identify any additional support that's required. Progress and achievement are documented in the PAD. An action plan is used to implement and monitor additional support if appropriate. Placements culminate in a final period of consolidated practice learning at the end of the programme where students are required to demonstrate their skills and proficiencies and that their evidence-based practice is safe and effective and meets the SPCNSPQ for DN.

Students tell us they've flexibility to organise study days to broaden learning experiences during the programme to meet their learning needs.

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:** 14 June 2024
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐   N/A

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure student support, supervision, learning and assessment complies with the NMC *Standards framework for nursing and midwifery education*   R4.2 liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment

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

R4.4 ensure practice supervisors:

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

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

R4.5 ensure practice and academic assessors:

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

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

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

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

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

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

R4.7.2 SCPHN public health nurse,

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

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

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

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

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

R4.9.2 SCPHN public health nurse practice,

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

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

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

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

    MET ☒   **NOT MET** ☐

R4.1 is met. Documentary analysis and meetings with the programme team, PLP/EP, students and PUSCs confirm that support, supervision, learning and assessment complies with the SFNME. The proposed programme is developed in collaboration with the PLP/EP, PUSCs and students.

Practice assessors and practice supervisors undertake SSSA training within their employing trust prior to the programme commencing. They also attend a half day programme induction session where the roles and responsibilities specific to the programme are presented along with the programme structure and documentation.

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

Students are assigned a practice assessor who's a registered healthcare professional and an experienced prescriber with suitable equivalent qualifications. This can be the DN SPQ practice assessor if they hold the prescribing qualification and suitable experience, or an additional practice assessor who holds the prescribing qualification and has suitable experience. The student is assigned an academic assessor who's a registered healthcare professional with suitable equivalent qualifications for the programme the student is undertaking (including V300).

For the health assessment module students are assigned a health assessment mentor who must be a practice assessor who's a registered healthcare professional and experienced in physical health assessment with suitable equivalent qualifications. Their role is to support the student in the development of a range of health assessment knowledge and skills and to assess their clinical competence against the relevant SPCNSPQ.

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

MET ☒   NOT MET ☐

R4.2 is met. Practice assessors and practice supervisors tell us they feel well prepared and confident in their roles and have access to a range of suitable training opportunities. They tell us KU have different courses they can access. A practice assessor completed KU's facilitating the learning journey course and speaks positively about this opportunity. KU tell us they provide a half day practice assessor preparation session prior to the programme starting to go through their roles and requirements, student roles, the academic assessor role and programme documentation. Regular tripartite meetings are scheduled throughout the programme along with an annual update and review meeting which also forms part of the programme evaluation and monitoring. They tell us there are monthly meetings organised by the PLP/EP and they value these as an opportunity to discuss aspects of the SPQ programme. There's a handbook for practice assessors and practice supervisors which clearly identifies roles and expectations.

The PLP/EP tells us they've an excellent working relationship with staff at KU, and support the practice assessor role development by ensuring they attend the courses provided by KU to help develop their skills in teaching and facilitating learning with students. The PLP/EP tell us they provide monthly clinical forums and supervision for practice assessors and practice supervisors, which is confirmed by practice supervisors and practice assessors attending the visit. The PLP/EP tells us they've a system to record practice assessor and practice supervisor skills.

- 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 the approval visit confirm that the PLP/EP verifies the availability and suitability of practice assessors and practice supervisors before the programme commences. Academic assessors are suitably qualified, prepared

and are supported to undertake the role. Students, practice assessors and academic assessors meet regularly to review progress to achieving the SPCNSPQ and learning opportunities are recorded and reflected in the PAD.

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 and the approval visit confirm that processes are in place to ensure students undertaking the programme have a nominated practice supervisor, practice assessor and an academic assessor, all of whom hold the SPQ in DN for the duration of the programme. The student must also be assigned to a practice assessor who's a registered healthcare professional and an experienced and suitably qualified prescriber. This can be the SPQ practice assessor if they hold the prescribing qualification and have suitable experience. If not, an additional practice assessor is assigned to the student. If this is needed the PAD is used to communicate student progression between practice assessors.

- 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. If, in exceptional circumstances, the same person needs to fulfil the role of practice supervisor and practice assessor, the reasons for this are explained by the PLP/EP to the programme lead. KU and MPFT are confident that there are sufficient, suitably qualified practice supervisors and practice assessors available to prevent this from happening. The programme lead is informed by the PLP/EP if there are any difficulties and a suitable replacement is found within the trust. The programme lead and PLP/EP monitor student experience during this period.

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

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

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

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☐   **NO** ☐   **N/A** ☒

Other specified fields of community nursing SPQ in health and social care aren'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)

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse practice (R4.9.2)

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☐   **NO** ☐   **N/A** ☒

Other specified fields of community nursing SPQ in health and social care aren't proposed.

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

YES ☒   **NO** ☐

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** ☐

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

Date: 14 June 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 5: Qualification to be awarded

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

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

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

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

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

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

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

Findings against the standards and requirements

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

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

  YES ☒   **NO** ☐

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☐   **NO** ☐   **N/A** ☒

There's no fall back exit award that leads to annotation with the NMC as a specialist practitioner.

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: 14 June 2024

Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A

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

N/A

Sources of evidence

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐
If you stated no above, please provide the reason and mitigation:		
List additional documentation: Post visit documentation to meet conditions: Confirmation letter PG Dip SPQ conditions, 23 July 2024		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: PG Dip specialist practitioner DN February 2023 (full-time) x one PG Dip specialist practitioner DN apprenticeship February 2022 (part-time) x one PG Dip specialist practitioner DN apprenticeship February 2023 (part-time) x one		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒

Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: CQC inspection report, MPFT, 5 July 2019		
If you stated no above, please provide the reason and mitigation: KU is an established AEI and there's no requirement to visit facilities.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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Issue record			
Final Report			
Author(s):	Mike Kitching Phil Stephenson	Date:	25 June 2024
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