

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	Liverpool John Moores University
<b>Programmes reviewed:</b>	<p><b>Specialist community public health nursing:</b></p> <p>Health visiting <input checked="" type="checkbox"/></p> <p>Health visiting with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>School nurse <input checked="" type="checkbox"/></p> <p>School nurse with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Occupational health nurse <input type="checkbox"/></p> <p>Occupational health nurse with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Public health nurse <input type="checkbox"/></p> <p>Public health nurse with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p><b>Specialist community public health nursing (NMC 2022) apprenticeship:</b></p> <p>Health visiting apprenticeship <input checked="" type="checkbox"/></p> <p>Health visiting with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>School nurse apprenticeship <input checked="" type="checkbox"/></p>

	<p>School nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Occupational health nurse apprenticeship <input type="checkbox"/></p> <p>Occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Public health nurse apprenticeship <input type="checkbox"/></p> <p>Public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p>
<b>Title of programme(s):</b>	<p>Postgraduate Diploma Specialist Community Public Health Nurse: Health Visiting</p> <p>Postgraduate Diploma Specialist Community Public Health Nurse: School Nursing</p>
<b>Academic levels:</b>	
SCPHN health visiting	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
SCPHN school nurse	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>

SCPHN school nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN health visiting apprenticeship	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN school nurse apprenticeship	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7  SCQF

	<input type="checkbox"/> Level 11
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
<b>Date of approval visit:</b>	21 May 2024
<b>Programme start date:</b>	
SCPHN health visiting	16 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	16 September 2024
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	16 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN school nurse apprenticeship	16 September 2024
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	
<b>QA visitor(s):</b>	Registrant Visitor: Theresa Titchener Lay Visitor: Stephen Stericker

## Section two

### Summary of review and findings

Liverpool John Moores University (LJMU), faculty of health, has an established record of delivering specialist community public health nursing (SCPHN) programmes. LJMU are seeking approval of a SCPHN programme in the fields of health visiting (HV) and school nursing (SN). The proposed programme is offered at academic level seven, students exit with a 120-credit postgraduate diploma (PGDip). The programme is offered on a full time (FT) basis as either an apprenticeship or non-apprenticeship route. There's no fall back exit award leading to SCPHN registration. The programme doesn't include the independent and supplementary (V300) prescribing programme award.

The approval visit is undertaken face to face.

Programme development is informed by the Standards for post-registration programmes (SPRP) (Nursing and Midwifery Council (NMC) 2022, updated 2023), the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023). The programme is mapped to the SPRP and the Standards of proficiency for SCPHNs (SPSCPHN) (NMC, 2022).

All routes commence September 2024. The FT PGDip route is delivered as a 47-week programme, planned over a 54-week period.

Entry to the PGDip is open to current NMC registered first level nurses or midwives who demonstrate the capability to study at academic level seven. Applicants require an honours degree or equivalent. There's a process for applicants without an honours degree which considers applicants on an individual basis. The programme leader reviews evidence of academic capability through previous achievement at academic level six in a relevant subject area.

The LJMU postgraduate regulations permit recognition of prior learning (RPL). The RPL process includes a portfolio of evidence and mapping to outcomes and NMC proficiencies. External scrutiny is included in the RPL ratification process.

The programme is mapped to the HV and SN SCPHN fields of practice. Programme and module outcomes are core to both fields. Shared learning takes place across all fields in addition to field specific learning. The proposed programme is delivered face-to-face on the main Tithebarn Street campus in Liverpool. The delivery of the programme aligns with the key design and principles of the LJMU curriculum framework. The programme is designed as 40 percent theory and 60 percent practice.

Practice learning is undertaken in the chosen field of practice. There are allocated practice learning environments appropriate to the field of SCPHN practice. Processes are in place to assign practice assessors and practice supervisors who meet SSSA and SPRP requirements. Field specific practice assessors and practice supervisors support, monitor and assess student achievement of core and field specific SPSCPHN. Practice learning partners (PLPs) and employer partners (EPs) have processes to ensure that practice assessors and practice supervisors have completed the required preceptorship period and are appropriately prepared to undertake the practice assessment and supervision of SCPHN students. This includes recording progression towards achievement of the SPSCPHN in online electronic practice assessment documents (PADs).

The PADs and the practice assessor and practice supervisor handbook outline the roles and responsibilities of practice assessors, practice supervisors and academic assessors.

The development of the apprenticeship route is in response to workforce requirements to widen participation and offer PLPs, EPs and students flexibility. The EP supporting the apprenticeship route is Mersey Care NHS Foundation Trust.

The LJMU strategic plan (2023-2030) demonstrates a commitment to equality, diversity and inclusion (EDI) and widening access. There's evidence in the programme design and development plan that demonstrates a commitment to adopt the key principles that underpin the approach to EDI in the proposed programme. LJMU monitor and collect data to ensure that the programme is actively working to ensure EDI. The SCPHN programme EDI recruitment data is limited and indicates no attainment gap. EDI data is monitored closely by the programme team on an annual basis working with the EDI champions as part of the ongoing quality assurance mechanisms and action plans are developed should issues be identified.

LJMU work collaboratively with PLPs/EPs and have processes in place to ensure that risks to the public and student safety are identified and exceptionally reported to the NMC as required. There's evidence of how LJMU work in partnership with PLPs/EPs.

The SFNME isn't met at programme level as a condition applies.

The SSSA are met at programme level.

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

Updated 5 June 2024:

LJMU provide evidence to meet the NMC condition. LJMU provide evidence that the university condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified.</p> <p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>Condition one: Provide evidence that the pan-London SCPHN PAD is contextualised to the LJMU programme, including the minimum number of practice learning hours required to successfully complete the programme. (SFNME R5.11; SPRP R4.9.1)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p>



	Condition two: Update documentation for clarity in line with discussion, feedback and the detail in appendix A. (University condition)
<b>Date condition(s) to be met:</b>	4 June 2024
<b>Recommendations to enhance the programme delivery:</b>	Recommendation one: The programme team are recommended to formalise the training requirements for people who use services and carers (PUSCs) prior to engagement in recruitment and selection and delivery of the SCPHN programme, including EDI training. (SFNME R2.1, R2.6)
<b>Focused areas for future monitoring:</b>	None identified.

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions:</b>	
<p>The programme team provide the LJMU contextualised statement within the PADs demonstrating the minimum number of practice learning hours required to successfully complete the programme. Condition one is met.</p> <p>LJMU provide evidence that the university condition is met. Condition two is met.</p>	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Date condition(s) met:</b>	5 June 2024

### **Section three**

### NMC Programme standards

Please refer to NMC standards reference points:

[Standards for post-registration education programmes](#) (NMC 2022, updated 2023)

[Standards of proficiency for specialist community public health nurses](#) (NMC, 2022)

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

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

[The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates](#) (NMC, 2015 updated 2018)

[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020)

[QA Handbook](#) (NMC, 2022)

### Partnerships

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

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

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

#### **Standard 1: The learning culture:**

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders

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

#### **Standard 2: Educational governance and quality:**

S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders

R2.4 comply with NMC [Standards for student supervision and assessment](#)

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

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 evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, people who use services, students and any other stakeholders.**

Documentary evidence and meetings demonstrate effective partnership working between the programme team and PLPs/EPs in the recruitment, development, delivery and evaluation of the programme. PLPs/EPs tell us about how they work closely with the programme team in the design of the new programme. PLPs/EPs confirm there are regular opportunities for feedback and evaluation throughout the academic year. They tell us they work with LJMU to inform programme development and management at strategic and operational levels.

The LJMU service user participation and engagement strategy (2023) details objectives that are in place for the ongoing role of PUSCs. PUSCs tell us how they're involved in the development, recruitment, delivery and assessment of the programme. There are regular opportunities for them to provide feedback on the programme and they feel that they're listened to. PUSCs are supported and trained by their respective voluntary organisation. There isn't a formalised, coordinated plan of training for ensuring EDI training is completed prior to being

involved in recruitment of students. The programme team are advised to formalise the training requirements for PUSCs prior to engagement in recruitment and selection and delivery of the SCPHN programme, including EDI training. (Recommendation one)

LJMU has robust policies and processes in place for programme governance that PLPs/EPs tell us they've confidence in. There's a fitness to practise policy and PLPs/EPs tell us they know how to raise concerns. They tell us they're fully supported by the programme team if they've concerns about student conduct. There are established communication pathways at strategic and operational levels between PLPs/EPs and LJMU ensuring effective partnership working. LJMU and PLPs/EPs are proactive if students or practice learning issues are identified, working in partnership to resolve issues in a timely manner. Student and practice assessor facing documents clearly detail the process for identifying and raising concerns. Practice assessors, practice supervisors and students tell us they know how to raise concerns. They tell us they know how to escalate concerns and that the process is clearly documented in the PADs. PADs are accessible to students, practice assessors and practice supervisors through the LJMU virtual learning platform.

Documentary evidence and meetings with PLPs confirm robust processes are in place to select and prepare practice assessors and practice supervisors to ensure they meet SSSA and SPRP requirements. This includes a period of preceptorship prior to practice assessor and practice supervisor preparation. PLPs/EPs confirm they're provided protected time to enable practice assessors and practice supervisors to attend LJMU meetings and drop-ins throughout the academic year.

Programme documentation and the programme team tell us that there are opportunities for shared learning across the fields of practice throughout the programme. The programme team tell us that there are opportunities for students to learn with people from other professions in practice. There are modules delivered in the programme that are accessed by other health professionals and this offers opportunities for interprofessional learning.

The programme team and students confirm there are opportunities to evaluate the programme, this forms part of the annual LJMU quality monitoring and enhancement processes. Students confirm all modules and practice learning environments are formally evaluated using module experience questionnaires, internal audit processes and online monitoring of student feedback. Opportunities to meet with the programme leader are also available in each term and provide the opportunity for information about any actions or changes resulting from student feedback to be shared.

There are regular opportunities for verbal feedback to the programme team. Students tell us their views have informed the development of the proposed programme. They tell us they feel listened to and confirm the programme leader

and team are responsive. Students tell us they're well supported in practice learning environments by practice assessors and practice supervisors.

There's documentary evidence of programme co-production with PLPs/EPs. The programme team and evidence from minutes of programme steering group meetings confirm that participants in the curriculum working group include former graduates of the LJMU SCPHN programme. Evidence of programme meetings and PLP/EP representatives confirm key curriculum decisions are discussed and agreed in partnership with LJMU. PLPs/EPs confirm agreement not to include the V300 programme in the proposed programme.

At the visit, senior PLPs/EPs confirm students have protected practice and theory learning time for the duration of the programme. They confirm they work in partnership with the LJMU to ensure that there are sufficient practice assessors and practice supervisors to support anticipated student numbers.

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 community public health nursing programme.

**Optional**  **Compulsory**  **N/A**



The V300 prescribing programme isn't included in the proposed SCPHN programme.

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

YES  NO

**OR**

If V300 is approved against [Standards for prescribing programmes](#) and [Standards of proficiency for nurse and midwife prescriber](#) provide the date it was approved:

2 September 2020

### Student journey through the programme

#### Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

R1.5 confirm that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected

learning time, to enable students to undertake and be appropriately supported throughout the programme

R1.6 consider recognition of prior learning that is capable of being mapped to the:  
R1.6.1 programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice

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

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

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

[Standards framework for nursing and midwifery education](#), specifically R2.6, R2.7, R2.8, R2.9, R2.11

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

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

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

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

**Findings against the standard and requirements**

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

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

YES  NO  N/A



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

N/A

An SPQ programme isn't proposed.

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

YES  NO

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

YES  NO  N/A

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

N/A

An SPQ programme isn't proposed.

**Provide an evaluative summary 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. Documentary evidence and senior LJMU and PLP/EP representatives confirm arrangements and governance structures are in place to support practice learning. Senior PLPs/EPs confirm the requirement for protected learning to ensure students are supported and appropriately supervised in practice learning environments. The programme specification clearly details that at application to the proposed programme all applicants must obtain employer support and confirmation of the availability of appropriate educationally audited practice

learning environments and that sufficient protected practice and theory learning time is assured. It's confirmed that this includes the opportunity for students to engage in self-directed study.

Documentary evidence and LJMU confirm that practice learning environments are administered and managed through the 'InPlace' platform. The platform creates a central database of all educational audits and includes details of practice assessors who support students undertaking professional programmes. Practice learning environment educational audits are completed every three years and confirm practice assessors and practice supervisors meet SSSA and SPRP requirements. There are processes to monitor the safety and quality of SCPHN practice learning environments and to ensure feedback to environments. The admissions process includes confirmation of appropriate practice assessor and practice supervisor support. The PADs outline the roles and responsibilities of students, practice assessors, practice supervisors and academic assessors.

LJMU confirm the student experience is important to them. There are established processes to capture the student voice through student evaluation and annual monitoring, ensuring the ongoing quality of the SCPHN programme. There are processes to manage risks to the safety and quality of SCPHN education including policies for escalation of concerns ensuring public safety. Students, practice assessors and practice supervisors confirm they know how to raise a concern, this is documented in the PADs.

Documentary evidence, students and PLPs/EPs tell us that there's ongoing supervision and support for students in practice learning environments. Students are allocated practice assessors, practice supervisors and academic assessors and there's an induction period at the beginning of the programme. There are opportunities for formative feedback throughout the programme. Student progress meetings with practice assessors, practice supervisors and academic assessors are recorded and reviewed and if required development support plans are used to support student progression.

Students tell us there's effective support for practice learning and clear processes to declare and receive support for reasonable adjustments in relation to any additional learning needs and personal circumstances.

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

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

YES  NO  N/A

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

N/A

An SPQ programme isn't proposed.

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

YES  NO  N/A

An NMC approved V300 prescribing programme isn't proposed.

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

YES  NO  N/A

An NMC approved V300 prescribing programme isn't proposed.

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

From your documentary analysis and your meeting with students, provide an evaluative summary 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.

There are no current HV or SN students transferring onto the proposed programme.

#### 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 approved programme meets the SSSA, therefore there are no students to transfer.

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: 21 May 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)  
YES  NO  N/A
- 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

An NMC approved V300 prescribing programme isn't proposed.

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

- students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse (R2.4.1)  
YES  NO  N/A



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

YES  NO  N/A

A SCPHN public health nurse qualification 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)

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 SCPHN public health nurse qualification 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)

N/A

An SPQ programme isn't proposed.

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

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

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

**MET**  **NOT MET**  **N/A**

R2.6.1 is met. Documentary evidence and meetings at the visit confirm the programme general and professional content necessary to meet the SPSCPHN is detailed in the module descriptors. Modules are mapped to the core and field specific SPSCPHN for the intended fields of HV and SN.

The programme comprises of four 20 credit modules and one 40 credit module at academic level seven undertaken over a 54-week period. Part-time routes aren't offered. All modules are designed to ensure that core and field specific content is delivered. Two 20 credit modules are field specific and focus on building the knowledge, skills and understanding of SCPHN field specific practice. There's shared learning with other healthcare professionals in two modules for example on the advancing public health, evidence-based practice and application module, health inequalities across the lifespan are explored. Practice learning is undertaken across the duration of the programme in a 40-credit module. All modules are compulsory for all fields. Students must demonstrate achievement of the SPSCPHN in field specific PADs that record progression towards and achievement of the SPSCPHN in practice.

There's documentary evidence of mapping to the SPSCPHN that demonstrates how students meet core and specific module learning outcomes and core and field SPSCPHN.

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

**MET**  **NOT MET**  **N/A**

A SCPHN public health nurse qualification isn't proposed.

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



N/A

An SPQ programme isn't proposed.

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

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

**MET**  **NOT MET**

R2.7.1 is met. The programme and module descriptors detail the programme and module content. Two 20-credit modules are shared with students on the specialist community nursing programme, two 20-credit modules shared with SCPHN students and one 40-credit module which is field specific. A mapping document demonstrates how the completion and achievement of the compulsory module assessments is required to achieve the programme outcomes for all routes. All assessment is completed within the context of the fields of HV or SN practice. This includes the achievement of all field and core SPSCPHN within the PADs.

Practice documentation confirms that all modules must be passed for the SCPHN programme to be achieved. There's evidence of regulations to ensure no compensation is applied in modules with more than one element of assessment.

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

N/A

An SPQ programme isn't proposed.

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

**MET**  **NOT MET**

R2.8 is met. Documentary evidence and meetings at the visit demonstrate there's a balance of theory and practice learning opportunities and that a range of teaching and learning strategies are used. A range of teaching methods are utilised across the programme including small group tutorials, simulation and student-centred activities. Student facing documentation and the programme structure confirms a balance of theory and practice across the programme.

A range of learning, teaching and assessment strategies are demonstrated in the module descriptors. Module teaching is provided by a small core team of SCPHN

qualified and experienced academic staff who also act as academic assessors. Senior LJMU staff confirm teaching workloads are carefully monitored. They identify that there's a wider group of SCPHN qualified academic staff working at LJMU who can provide additional support if student numbers increase. An active blended approach is employed facilitated through a combination of face to face, directed and independent learning methods. Module descriptors detail on campus lectures and small group work. Practice learning is supported by practice assessors and practice supervisors who provide students with opportunities to develop the SPSCPHN in practice for the duration of the programme.

Programme documentation and the programme team tell us there's an attendance policy to monitor student engagement with the theoretical element of the programme. This ensures support for students who may require any additional academic support and that this is followed up with students. All scheduled practice learning time must be achieved, this is recorded and monitored by practice assessors. Any outstanding practice learning time must be undertaken prior to completion of the programme.

The assessment strategy includes a variety of written and verbal assessments, these are appropriate to ensure they meet the module and programme outcomes. Assessments include a public health profile, essays, poster presentation, literature review and professional conversation. Formative and summative feedback is provided and there's analysis of module feedback to support learning. Assessments are mapped to the module and programme learning outcomes.

There are two appropriately qualified external examiners in place to support the HV and SN routes.

- 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. Module specifications state that there's a range of teaching and learning activities embedded within the programme which aims to meet the needs of all students embracing the principles of digitally enabled learning that utilise a range of learning technologies. Technology enhanced learning is facilitated using case studies, simulation films, problem solving exercise and reality-based scenarios. A range of support is available to support the programme team to ensure that up to date resources are used effectively. Support is provided to students through the LJMU virtual learning environment. The programme team confirm they're using simulated learning activities to support learning including filmed scenarios using actors to create safeguarding simulation films. These films enable students to develop skills to have difficult and challenging conversations.

**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)
- 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

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: 21 May 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 evaluative summary 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 meetings at the visit confirm suitable and effective arrangements and governance for SCPHN practice learning. Senior LJMU representatives and PLPs/EPs confirm there's effective partnerships in place to support the quality of practice learning.

Programme documentation, the programme team and PLPs/EPs confirm all practice learning environments require a satisfactory educational audit and a process for the allocation of practice assessors and practice supervisors that meets SSSA and SPRP requirements. Educational audits are completed in partnership with PLPs/EPs. The programme team confirm they review all educational audits to ensure a reliable process is undertaken and that intended practice learning environments meet all NMC requirements.

Documentary evidence and meetings at the visit confirm there's a recruitment pathway that enables NHS, non-NHS, self-employed or self-funded NMC registered nurses or midwives to apply for entry onto the proposed programme. All potential candidates apply through the NHS jobs platform. Opportunities for application are advertised by PLPs, EPs and LJMU. This includes completing a LJMU application and undertaking a joint interview with the LJMU and sponsoring PLP/EP. A sponsored/commissioned applicant is provided with an employment contract for the period of the programme.

The SCPHN programme specification and flow chart detail the opportunity for non-NHS, self-employed or self-funded applicants to access the programme. They must demonstrate evidence that they meet all the requirements for admission to the programme and PLPs confirm they fully support the applicant. Successful applicants are subject to disclosure and barring service (DBS) checks and occupational health assessments.

Documentary evidence and students tell us that they've a period of induction into LJMU and practice learning environments. This is an opportunity to identify and disclose any reasonable adjustments or to seek support for any personal circumstances that may influence learning on the programme.

Programme documentation, the programme team and PLPs/EPs tell us that student progress is monitored through tripartite meetings in each term, or more frequently if required. These are scheduled meetings that include practice assessors, practice supervisors, academic assessors and students to review student progress. Students tell us they know how to raise a concern and there are processes in place to evaluate practice learning environments. Practice assessors tell us that feedback from these evaluations is provided during updates in each

term. Practice assessors, practice supervisors and students are provided with documentation that outlines the key processes and contact points for any concerns.

- 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, the programme team and PLPs/EPs confirm that processes are in place to ensure that students work in partnership with LJMU and PLPs/EPs to arrange supervision and assessment. In the PADs there's a learning agreement that's completed and signed by the student, the practice assessor and the practice supervisor.

Documentary evidence and PLPs/EPs confirm that SCPHN students have an allocated practice assessor and practice supervisor who has a SCPHN qualification and experience of working in the same field of practice as the student. There's evidence of record keeping that ensures LJMU check and monitor that practice assessors and practice supervisors are current NMC registrants.

The PADs require students to take responsibility for their learning. There's a learning log for them to record key learning points which form part of the evidence for achievement of the SPSCPHN. Student self-assessment informs each assessment of the SPSCPHN. Student progress is reviewed in partnership with the practice assessors, practice supervisors and academic assessors at each tripartite meeting.

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. There's evidence of effective partnership working between PLPs/EPs and LJMU to ensure practice learning opportunities are in place to support the proposed programme. PLPs/EPs tell us they work collaboratively with LJMU to ensure practice learning opportunities enable students to develop, progress and meet the SPSCPHN.

Successful achievement of the PAD is required to pass the programme and confer eligibility to register with the NMC. The programme plan demonstrates that practice learning is undertaken over three terms. Programme documentation and



the programme team confirm that any outstanding practice learning hours must be completed before completion of the programme.

Documentary evidence and PLPs/EPs confirm that practice learning environments are educationally audited to ensure that there's a range of learning opportunities appropriate to ensure students can achieve the SPSCPHN. PLPs/EPs confirm there are learning opportunities that enable the SPSCPHN to be met in practice. Students tell us they're allocated to a named practice assessor and practice supervisor with a SCPHN registration and annotation in the same field of practice. The PADs outline responsibilities for supporting student learning opportunities. There's documentary evidence and the programme team and PLPs/EPs confirm that practice assessor and practice supervisor study days are held each term to support ongoing updates and development.

Progression towards and achievement of the SPSCPHN is recorded in the field specific PAD. Practice assessors, practice supervisors and students meet to review and agree personal learning objectives and relevant learning opportunities. This includes access to learning opportunities that enhance their knowledge and understanding about wider public health and social care services. There's a process for students to escalate concerns if they're not able to access the opportunities required to meet their learning needs. There are regular opportunities for students to evaluate practice.

- SCPHN public health nurse (R3.3.2) MET  NOT MET  N/A

A SCPHN public health nurse qualification isn't proposed.

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

An SPQ programme isn't proposed.

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

An SPQ programme isn't proposed.

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

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

YES  NO

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

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

MET  NOT MET

R3.5 is met. Documentary evidence and the LJMU confirm that students who disclose a disability or require additional learning support have access to the LJMU disability service. An assessment of individual support needs outlines any reasonable adjustments required to support student access to the proposed programme. All students have access to the LJMU wellbeing and counselling service. Wider LJMU student services support academic skills development, library services and information technology support. Where students disclose a disability, they're supported by a disability welfare adviser and have access to adapted or specialised equipment or specialised software to support theory and practice learning. There's a personal circumstances policy that supports students who for example may require additional time for assessment.

Students tell us they're encouraged to disclose any additional learning needs and personal circumstances and feel well supported by the programme team, practice assessors and practice supervisors. The programme team confirm that support for students including consideration of reasonable adjustments is ongoing throughout the programme and reviewed during personal academic tutorials and tripartite progress review meetings with practice assessors and academic assessors.

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

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

MET  NOT MET  N/A

R3.6.1 is met. The programme schedule and programme guide provide students with a clear overview of theoretical and practice learning across the programme. The information includes module delivery periods and dates for submission of theoretical and practice assessments and the schedule of practice learning opportunities in the intended fields of SCPHN practice. This also details when the completion of the PADs is required. Practice learning is structured to meet



students' self-assessments and learning needs and agreed in discussion with practice assessors and practice supervisors who support students to access appropriate learning opportunities.

A tutorial system supports the development of assessed theoretical work and provides opportunities for formative feedback.

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

N/A

An SPQ programme isn't proposed.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to practice learning are met

YES  NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to practice learning are met

YES  NO

### Outcome

Is the standard met?

MET  NOT MET

Date: 21 May 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 evaluative summary 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 demonstrates that LJMU have formal processes in place to monitor the overall quality of the programme and student experience, including appointment and oversight of external examiners. The programme team confirm there are two external examiners appointed to the proposed programme. There’s an established process for how practice learning environments are evaluated. This process ensures that PLPs/EPs receive feedback about student practice learning evaluations.

Documentary evidence and meetings with students and PLPs/EPs confirm that students are allocated to practice assessors and practice supervisors who’ve a SCPHN registered qualification and who’ve appropriate experience in the same field of practice that students are studying. PLPs/EPs confirm the availability of practice assessors and practice supervisors. Senior PLPs/EPs tell us practice assessors and practice supervisors complete a period of preceptorship and are prepared for the roles. The programme team and PLPs/EPs tell us there are resources in place to support practice assessors, practice supervisors to meet the SSSA. There are regular practice assessor and practice supervisor forums including practice assessor and practice supervisor drop-ins. Bespoke support

events for small groups and individuals effectively prepare practice assessors and practice supervisors to meet the SSSA.

Students are allocated to an identified academic assessor who's part of the SCPHN programme team and who has appropriate experience to support students in their field of practice. LJMU senior managers have responsibility within the appraisal process to ensure that academic assessors are prepared for their role. They complete a LJMU recognised teaching qualification or equivalent. New members to the SCPHN team who don't hold a recognised teaching qualification or equivalent are supported to undertake the academic assessor role. New academic assessors are mentored by an experienced academic assessor. The programme guide details information for students about the support services available to them. Students tell us that there are processes in place to support individual learning needs in theory and practice. There's evidence of a range of support, wellbeing and counselling services and disability services. Students who disclose a disability are supported by the LJMU disability service and have a student support plan. Students are encouraged at induction to the programme to access these services if appropriate.

Documentary evidence confirms and PLPs/EPs and students tell us about how the LJMU processes ensure students and PLPs/EPs are involved in ongoing programme improvement. This includes how practice assessors and practice supervisors can raise concerns about student progress and how to support students. Development support plans are used and can be actioned by practice assessors. There are processes for escalating any concerns in the practice assessor and practice supervisor handbook.

Senior LJMU representatives and the programme team confirm they work in partnership with PLPs/EPs to identify any practice learning concerns that impact on the quality and safety of student learning. They confirm the process of exceptional reporting to the NMC.

There's documentary evidence of LJMU fitness to practise procedures. At the visit, senior LJMU and PLP/EP representatives confirm that as SCPHN students are NMC registrants their employers are involved in the process and relevant outcomes are shared with LJMU. There's escalation to the NMC if required. All students confirm health and character on commencement and on completion of the programme.

Practice assessors, practice supervisors, academic assessors and the programme team confirm they're required to complete mandatory EDI and unconscious bias training. This is reviewed for completion at annual appraisal. There's documentary evidence of a commitment by LJMU that the proposed programme engages with EDI. An equality impact assessment is being undertaken to inform the delivery of the proposed programme.

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

**MET**  **NOT MET**

R4.2 is met. Documentary evidence and PLPs confirm there's effective partnership working to ensure continuous review and development of the programme. The process to ensure a collaborative approach to ongoing programme development is clearly detailed in the design and delivery plan. This provides assurance of the commitment of PLPs/EPs and the programme team to the proposed programme.

PLPs/EPs and the programme team tell us about the processes that ensure that practice assessors, practice supervisors and academic assessors are prepared to continuously develop an understanding of programme requirements that are specific to SCPHN practice and the programme. There's evidence of processes in place to manage the requirements for SCPHN preceptorship. There's ongoing preparation that's specific to the proposed programme and support for the roles including regular updates and the opportunity for individual, small group updates and drop-ins. Confirmation that practice assessors and practice supervisors have met the requirements for their roles is recorded in educational audit documentation. This is reviewed annually in partnership with the programme team as part of the allocation process to ensure practice assessors and practice supervisors preparation is completed.

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

**MET**  **NOT MET**

R4.3 is met. Documentary evidence and the visit confirm that students are appropriately allocated to SCPHN practice assessors, practice supervisors and academic assessors. The PADs provide regular opportunities for discussion between practice assessors and practice supervisors. Final confirmation of achievement of the SPSCPHN is agreed between practice assessors and academic assessors. Achievement of the SPSCPHN, practice learning and theory learning outcomes are recorded and confirmed in the PADs.

**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 evaluative summary 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. The allocation of students to an experienced SCPHN practice assessor with the relevant field of practice, a practice supervisor and academic assessor is a collaborative process between LJMU and PLPs/EPs. Senior PLP/EP representatives, practice assessors and practice supervisors confirm that there's the required period of preceptorship. Experience as a practice assessor or practice supervisor for students on other NMC programmes is recognised as part of the ongoing individual development of practice assessors and practice supervisors. Practice assessors and practice supervisors confirm SCPHN specific preparation is undertaken to prepare them for the practice assessment and supervision of SCPHN students. They tell us they work in partnership with the programme team and attend regular meetings with academic assessors to ensure ongoing support for the supervision and assessment of students.

- 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. Programme documentation and the programme team confirm there's a process in place to ensure that only in the case of exceptional unforeseen circumstances will the same person fulfil the role of practice supervisor and practice assessor. Students must notify the programme lead who liaises with the line manager to ensure the allocation of a suitable replacement practice assessor.

Exceptional circumstances would include for example sickness or absence. Students are informed of the need to ensure they notify the programme lead of any changes to their practice assessor or practice supervisor during induction to the proposed programme and the information is detailed in the programme guide.

**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 SCPHN public health nursing route isn't proposed.

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

An SPQ programme isn't proposed.

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

An SPQ programme isn't proposed.

- There is evidence that all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which

confirms SCPHN and/or community nursing SPQ proficiencies have been met (R4.8)

YES  NO

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

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

YES  NO  N/A

R4.9.1 is not met. There's evidence that PADs record progression towards and achievement of the SPSCPHN in practice. However, the minimum number of practice learning hours required to complete the programme isn't clear. (Condition one)

- SCPHN public health nurse practice (R4.9.2)

YES  NO  N/A

A SCPHN public health nursing route isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

N/A

An SPQ programme isn't proposed.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to supervision and assessment are met

YES  NO

The PADs don't make clear the minimum number of practice learning hours required to complete the programme. (Condition one)

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to supervision and assessment are met

YES  NO



Outcome	
<b>Is the standard met?</b>	<b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input checked="" type="checkbox"/>
<p>The PADs don't make clear the minimum number of practice learning hours required to complete the programme.</p> <p>Condition one: Provide evidence that the pan-London SCPHN PAD is contextualised to the LJMU programme, including the minimum number of practice learning hours required to successfully complete the programme. (SFNME R5.11; SPRP R4.9.1)</p> <p><b>Date:</b> 21 May 2024</p>	
Post event review	
<b>Identify how the condition(s) is met:</b>	
<p>Condition one: The programme team provide the LJMU contextualised statement within the PADs demonstrating the minimum number of practice learning hours required to successfully complete the programme.</p> <p>Condition one is met.</p> <p>Evidence:                      Apprenticeship NMC PAD HV final version, undated                      Apprenticeship NMC PAD SN final version, undated                      SCPHN HV PAD final LJMU NMC, undated                      SCPHN SN PAD final LJMU NMC, undated                      Conjoint approval event outcomes, 4 June 2024                      SCPHN chair approval email, 4 June 2024</p>	
<b>Date condition(s) met:</b> 5 June 2024	
<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>

Standard 5: Qualification to be awarded
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R5.1 ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters' level</p> <p>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</p> <p>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</p>

gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration

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

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

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

### Findings against the standards and requirements

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

- The programme award to be approved is clearly identified in all programme documentation and is a minimum of a postgraduate masters' level (R5.1)  
YES  NO
- Processes are in place to inform the student that the SCPHN award must be registered with the NMC within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered (R5.2)  
YES  NO  N/A
- Processes are in place to inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration (R5.3)  
N/A

An SPQ programme isn't proposed.

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

A V300 programme isn't included.

- 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

A V300 programme isn't included.

**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 with registration as a SCPHN.

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: 21 May 2024

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET  NOT MET

N/A

**Section four**

**Sources of evidence**

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: The student university handbook is provided through the programme guide. The practice learning environment handbook and academic assessor focused information: equivalent information is included in practice facing information including the PAD, programme guide and practice assessor and practice supervisor handbook.		
List additional documentation: Post visit documentation to meet conditions: Apprenticeship NMC PAD HV final version, undated Apprenticeship NMC PAD SN final version, undated SCPHN HV PAD final LJMU NMC, undated SCPHN SN PAD final LJMU NMC, undated Conjoint approval event outcomes, 4 June 2024 SCPHN chair approval email, 4 June 2024		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: SCPHN HV September 2023 x three SCPHN SN September 2023 x three SCPHN HV September 2022 x one		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: Care Quality Commission (CQC) inspection report, University Hospital Aintree, 20 January 2023 CQC inspection report, Anchorage Nursing Home, 12 December 2023 CQC inspection report, Arrowse Park Hospital, 10 August 2023 CQC inspection report, Countess of Chester Hospital NHS Foundation Trust, 14 February 2024 CQC inspection report, Grace Court Care Centre, 15 July 2022 CQC inspection report, Liverpool Women's Hospital, 28 February 2024 CQC inspection report, Liverpool Women's NHS Foundation Trust, 23 June 2023 CQC inspection report, Mersey Care NHS Foundation Trust, 14 April 2023 CQC inspection report, Tameside General Hospital, 15 March 2024 CQC inspection report, Warrington Hospital, 17 January 2024 CQC inspection report, Wirral University Teaching Hospital NHS Foundation Trust, 10 August 2023		
If you stated no above, please provide the reason and mitigation: The LJMU is an established AEI and visits to facilities aren't needed.		
Additional comments: None identified.		

**Mott MacDonald Group Disclaimer**

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**Issue record**

<b>Final Report</b>			
Author(s):	Theresa Titchener Stephen Stericker	Date:	5 June 2024
Checked by:	Ian Felstead-Watts	Date:	19 June 2024
Submitted by:	Mubaraq Sanusi	Date:	31 July 2024
Approved by:	Natasha Thompson	Date:	5 August 2024