Programme approval report

Section one

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

1

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

| Title of programme(s): | Postgraduate Diploma Specialist Practitioner: District Nursing

Postgraduate Diploma Specialist Practitioner: Community Children's Nursing |
|---|---|
| **Academic levels:** | |
| SPQ Community children's nursing | England, Wales, Northern Ireland
☐ Level 7

SCQF
☐ Level 11 |
| SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) | England, Wales, Northern Ireland
☒ Level 7

SCQF
☐ Level 11 |
| SPQ Community learning disabilities nursing | England, Wales, Northern Ireland
☐ Level 7

SCQF
☐ Level 11 |
| SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) | England, Wales, Northern Ireland
☐ Level 7

SCQF
☐ Level 11 |
| SPQ Community mental health nursing | England, Wales, Northern Ireland
☐ Level 7

SCQF
☐ Level 11 |
| SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) | England, Wales, Northern Ireland
☐ Level 7

SCQF
☐ Level 11 |

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

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

nmc
Nursing & Midwifery Council

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

M M
MOTT
MACDONALD

supplementary prescribing (V300) apprenticeship	SCQF ☐ Level 11
SPQ Health and social care nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
Date of approval visit:	8 May 2024
Programme start date:	
SPQ Community children's nursing	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	16 September 2024
SPQ Community learning disabilities nursing	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community mental health nursing	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	
SPQ District nursing	
SPQ District nursing with integrated independent and supplementary prescribing (V300)	16 September 2024
SPQ General practice nursing	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	
SPQ Health and social care nursing	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community children's nursing apprenticeship	

SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community learning disabilities nursing apprenticeship	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community mental health nursing apprenticeship	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ District nursing apprenticeship	
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	16 September 2024
SPQ General practice nursing apprenticeship	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Health and social care nursing apprenticeship	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Sarah Beresford Lay Visitor: Adrian Mason

Summary of review and findings
Liverpool John Moores University (LJMU) is an approved education institution (AEI). The school of health science (the school) are experienced in the delivery of Nursing and Midwifery Council (NMC) post-registration programmes. The school present for approval a community nursing specialist practice qualification (SPQ) programme with non-apprenticeship routes in the fields of community children's nursing (CCN) and district nursing (DN) and a DN apprenticeship route. The academic level seven 120-credit postgraduate diploma (PgDip) routes are offered on a full-time basis delivered over 54 weeks. All routes include an integrated independent and supplementary prescribing (V300) qualification. The first cohort includes eight CCN and 15 DN students; the programme is delivered once a year.

The programme is delivered at LJMU's Tithebarn Street campus.

There's evidence that the programme team are appropriately qualified and experienced for programme delivery. The programme team are appropriately experienced and have SPQ CCN and DN annotated qualifications. The team have relevant prescribing and NMC teacher qualifications. There's an additional SPQ DN qualified lecturer who commences in post in September 2024.

There's a clear commitment by LJMU, practice learning partners (PLPs) and the identified employer partner (EP) to work co-productively and collaboratively at strategic and operational levels. Programme co-production includes senior and operational PLPs, the EP, students and people who use services and carers (PUSCs) who confirm their involvement in the development and design of the programme. There's evidence of the involvement of PLPs, the EP and PUSCs in the ongoing development, recruitment and selection, delivery, assessment and evaluation of the programme. Student involvement in the proposed programme development and evaluation of the current programme is evidenced at the approval visit.

There's evidence that confirms LJMU, PLPs and the EP work in partnership to ensure that appropriate practice learning governance processes are in place to review and monitor practice learning capacity and adherence to the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023). The EP, Mersey Care NHS Foundation Trust is present at the visit and confirms a commitment to support the DN apprenticeship route. There isn't an updated EP written statement of commitment or updated written practice learning agreements from PLPs in place to provide full assurance of their commitment to support the proposed programme and confirmation that programme learning time is protected.

The programme is offered to non-NHS, self-employed and self-funded applicants. There's confirmation from PLPs and the EP that they welcome and support these

applications and a commitment at the visit that where appropriate an honorary contract of employment is provided on assurance that applicants meet all the required entry requirements. The application process provides assurance of the process that ensures that there's opportunities, suitable arrangements and governance structures for all applicants including those who don't work in NHS organisations.

LJMU, PLPs, the EP and other AEIs across the pan northwest region work collaboratively to address risks to the quality and safety of practice learning when identified through system regulator reporting including any adverse Care Quality Commission (CQC) reports. There's evidence and confirmation at the visit that LJMU, PLPs, the EP and other AEIs work collaboratively to address, action, review and monitor any practice learning concerns that impact on students or the public. There are processes in place for exceptional reporting to the NMC.

Processes are in place that provide assurance that students concerns and complaints are appropriately addressed. Students know how to raise concerns at LJMU. Programme documentation details how students, practice assessors and practice supervisors can raise practice learning concerns. PLPs, the EP, practice assessors and practice supervisors are clear about the concerns processes to follow in practice. PLPs and the EP confirm that there's capacity that ensures student are assigned to appropriately qualified and experienced practice assessors and practice supervisors who have SPQ and V300 qualifications.

LJMU present the core SPQ practice assessment document (PAD) that's developed nationally by the association of DN and community nurse educators (ADNE). The ADNE PAD is previously approved and contextualised to the proposed LJMU SPQ programme.

There's clear evidence of a commitment by LJMU to ensure that equality, diversity, and inclusion (EDI) is applied to the programme. EDI programme data is continually reviewed and monitored by LJMU's performance monitoring processes. Programme specific EDI focus including students with additional learning support needs, demographic diversity of prospective students, attainment gaps, withdrawals and all available EDI data are reviewed and any action plans developed, reviewed and monitored. The programme team are committed to the development of a decolonised curriculum that addresses the importance of meeting the needs of the local population and is designed to enable students to engage with a curriculum that's accessible and representative. PLPs and the EP confirm a commitment to EDI and to a programme that prepares students to deliver advanced community nursing practice to diverse populations.

There's mapping against the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023), the Standards of proficiency for community nursing SPQs (SPCNSPQ) (NMC, 2022) and the Royal Pharmaceutical Society (RPS) competency framework for all prescribers (RPS, 2021).

The approval visit is undertaken face to face.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018 updated 2023) isn't met at programme level as a condition is applied. The SSSA is met.

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

Updated 12 June 2024:

LJMU provide evidence to meet the joint NMC and university 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	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: Provide an updated EP written statement of commitment and PLP written practice learning agreements that assures a commitment to support the SPQ CCN and DN programme, including confirmation of protected learning time. (SFNME R2.1, R2.5; SPRP R1.5) (NMC and university condition) **Selection, admission and progression:** None identified.

![NMC Nursing & Midwifery Council]

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

MOTT MACDONALD

	Practice learning: None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** Condition two: Update documentation for clarity in line with discussion, feedback and the detail in appendix A of the visit report. (University condition)
Date condition(s) to be met:	11 June 2024
Recommendations to enhance the programme delivery:	Recommendation one: Consider the consistency and clarity of advice given for the V300 assessment. (SFNME R3.2; SPRP R2.6.3) (NMC and university recommendation)
Focused areas for future monitoring:	Student experience of the programmes, caseload management and protected learning time. Monitoring of EDI and decolonising the curriculum. V300 assessment information clarity.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: LJMU provide samples of signed PLP practice learning agreements and an updated EP written statement of commitment that assures a commitment to support the SPQ CCN and DN programme, including confirmation of protected learning time. Condition one is met. LJMU provide the approval visit report confirmed by the chair of the panel. This report confirms that the documentary changes identified by the panel are complete. Condition two is met.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐

Summary of observations made, if applicable	Three minor typographical errors that are now amended.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ⊠ Recommended to refuse approval of the programme ☐
Date condition(s) met:	11 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 community nursing specialist practice qualifications* (NMC, 2022) *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) *Standards for student supervision and assessment* (NMC 2018, updated 2023) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2022)

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:**

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

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

R2.4 comply with NMC *Standards for student supervision and assessment*

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

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

R5.14 a range of people including people who use services contribute to student assessment

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

There's evidence of effective partnership working between LJMU and key stakeholders. Documentary evidence and the visit confirm collaborative working with PLPs and the EP at all levels. PLPs and the EP tell us that LJMU demonstrate a commitment to work with them to ensure the proposed programme meets local

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

population and workforce needs. Senior PLP and EP representatives provide examples of how they work collaboratively with and meet regularly with senior LJMU staff. They tell us about the sustained consultation process that ensures students across all routes are prepared to work effectively and safely in community nursing settings. Senior and operational PLP and EP representatives tell us about the need to focus on preparing students to recognise the importance of evidence-based practice and research. They tell us that their views during the consultation influenced the development of the programme, in particular how students are required to understand the importance of research and its impact on delivering safe and effective practice. There's clear evidence at the visit that senior PLPs and EP representatives are committed to the proposed programme. They tell us that the programme has a significant role in ensuring that health inequalities are addressed and reduced across the region. CCN PLPs confirm that a CCN apprenticeship route isn't required by them.

The importance of ensuring the quality and safety of practice learning is clearly documented and evidenced at the visit. PLPs and the EP describe how they work with LJMU and the programme team at strategic and operational levels. They tell us about how the programme team and the senior LJMU team review and monitor the safety of practice learning including any adverse CQC reporting. Senior PLP, EP and senior school representatives tell us about the processes that ensure that they work in partnership to address any concerns in practice learning environments and that practice education leads contact LJMU directly with any immediate concerns regarding student or public safety.

PLPs and the EP tell us that there's a range of communication processes and partnership approaches, for example through key meetings each month that are in place to ensure any practice concerns are actioned, reviewed and monitored. There's direct links to the PLPs and EP management teams who attend strategic meetings at LJMU. PLPs, the EP, PUSCs and the programme team confirm attendance at programme committee meetings where any student concerns and feedback that impacts on practice learning experiences are actioned, reviewed and monitored. Documentary evidence confirms that roles, responsibilities and processes are in place to assure that there's a collaborative commitment by LJMU, PLPs and the EP to support and maintain the application of the SSSA in practice learning environments.

Documentary evidence and the visit confirms that LJMU work in partnership with PLPs and the EP to ensure that there are sufficient suitably qualified and prepared practice assessors, practice supervisors and academic assessors in place to supervise and assess students in practice. The ADNE PAD records contact details to allow practice assessors and academic assessors to liaise regularly. Practice assessors confirm that if there are concerns about student performance in practice, academic assessors attend a tripartite meeting with the student concerned. They tell us that action plans are developed that are reviewed and monitored in partnership with students. Practice assessors and practice supervisors tell us they've excellent partnership relationships with academic

assessors. They tell us that tripartite meetings are supportive for them and for students.

There's evidence of a clear commitment by LJMU, PLPs and the EP to include student views across the programme. Documentary evidence of a student engagement process and the visit confirm that student views inform the programme development across a number of consultation meetings. Students tell us that their feedback influences the development of the programme and that the programme team listen to their views. They tell us about opportunities to formally and informally evaluate theory and practice learning, and their experience of completing modules and module assessment. Students complete a practice learning evaluation following each placement and the feedback is collated by the programme team. The results of any actions are fed back to the PLPs and EP. There's student representation at programme committees and curriculum development meetings. Documentary evidence includes meeting minutes with students from reflective café sessions which demonstrate involvement in curriculum development and the opportunity to feedback to the programme team. Students are able in these sessions to discuss and feedback on all areas of curriculum development, for example programme structure, teaching, learning and assessment methods. Students tell us that following these meetings they receive feedback on any actions taken because of their feedback. Students tell us that their contributions are valued by the programme team and that they feel listened to.

It's clear at the visit that PLPs and the EP are committed to supporting all routes in the proposed programme. There's no evidence however that existing learning agreements and statements of commitment are updated to confirm support and commitment to the proposed programme. (Condition one)

Documentary evidence and the visit confirm that there are effective processes in place to listen to and address student concerns. Student facing documentation and practice assessor and practice supervisor facing documentation detail the process for students to raise concerns about theory or practice learning. Practice assessors and practice supervisors confirm that they know how to raise any concerns about student performance and progression. Students confirm that they know where and who to go if they've concerns in practice and at LJMU. They confirm that programme documentation details the processes for recording concerns in the ADNE PAD and that they report any concerns to the nominated person in practice. They tell us that they can also report any concerns to the programme team, practice assessor, practice supervisors and academic assessors. They're confident about their responsibility to raise concerns in practice, they tell us that if they've any concerns about theory learning they're confident that they can report these to the programme team.

Students commend the programme team for the support and guidance they provide across all areas of the programme. They describe the support and commitment of the programme team as very good. They tell us about how

responsive the programme team are if they've any questions, issues or concerns. Students describe the excellent support across the wider LJMU that supports and enables them to succeed at academic level seven. The tell us about how LJMU's library, academic writing support and student wellbeing services support both their academic and personal wellbeing. They tell us that they recognise the support they receive in practice learning environments and at LJMU. They describe the support they receive across practice and at LJMU as exceptional and they believe that their practice assessors, practice supervisors, academic assessors and the programme team work well together.

There's documentary evidence of a LJMU wide service user and public involvement strategy. The senior school and programme team tell us about their commitment to ensure the visibility of PUSC involvement in the programme. The PUSC representative who works as a co-ordinator in the school PUSC group tells us that PUSCs work in partnership with the school across all programmes. They describe how the aim of the group is to promote engagement and involvement of a diverse group of PUSC representatives that supports and enhances student learning. They tell us that group members are committed to ensuring and enhancing the voices of people across all programmes. They describe the importance of investing time to engage in the processes that enable PUSC involvement in all aspects including co-production, recruitment and selection, delivery, assessment and evaluation of the programmes delivered in the school and across the wider LJMU. The PUSC representative confirms that PUSCs involved in programmes have access to LJMU's training and development courses including completing EDI training. They confirm the active involvement of PUSCs in the existing SPQ programme and that this will continue in the proposed programme.

There's clear evidence of the significance of PUSC involvement in all aspects of the student experience across programmes at LJMU. The PUSC representative tells us about the diversity of the PUSC group who've professional and personal experiences that they can share with students and who are all working in partnership with LJMU to enrich and enhance the student experience. They tell us that the voice of carers is important. Carers are included as part of the PUSC group and are included in all aspects of programme development and delivery ensuring that students understand and learn about the importance of holistic care that involves PUSCs.

Documentary evidence and the visit confirms that PUSCs contribute to the development of the programme and that their views are actively encouraged by the programme team. There's clear evidence that PUSC views are valued and that they're listened to. The PUSC representative tells us about the importance of ensuring that the programme prepares students to care for people in the safety of their home environments. They tell us that their collaboration with the programme team is always positive and that this is evidenced in the feedback they've had from the programme team, students and PUSCs. There's assurance of ongoing PUSC involvement in the recruitment and selection, co-production of learning resources

17

and delivery, assessment and evaluation of the proposed programme. Examples of their ongoing involvement include representation at programme committee meetings, how PUSCs and students evaluate PUSC contribution to the delivery of the V300 programme and their contribution to the V300 objective structured clinical examination (OSCE) assessment.

The programme team tell us about plans to expand PUSC involvement to include, as appropriate, children and young people in ongoing SPQ programme development. In the CCN route young people act as actors in the OSCE simulation assessment. There's evidence in the SPQ and V300 PADs that practice assessors and practice supervisors facilitate opportunities for PUSCs to provide anonymised feedback on student performance in practice. Documentary evidence and the visit confirms that there's a continued commitment by PLPs, the EP and the programme team to involve PUSCs in recruitment and selection processes. PLPs and the EP representative tell us about the importance of PUSC involvement in the programme. Students tell us that they appreciate the contribution of PUSCs across the programme.

The PUSC representative tells us that LJMU ensure PUSCs feel very included in all aspects of academic life and that they've support with practical elements of their involvement, for example in relation to parking at LJMU and accessibility to buildings and classroom environments. PLPs, the EP and the PUSC representative commend the programme team for their partnership approach and for ensuring that PLP, EP and PUSC views influence programme development and are incorporated into programme delivery.

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** ☒

There's confirmation at the visit of PLP and EP commitment to support the programme. There's no evidence however that existing PLP learning agreements and EP statement of commitment are updated to confirm support and commitment to the proposed programme. (Condition one)

Condition one: Provide an updated EP written statement of commitment and PLP written practice learning agreements that assures a commitment to support the SPQ CCN and DN programme, including confirmation of protected learning time. (SFNME R2.1, R2.5; SPRP R1.5)

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: LJMU provide samples of signed PLP practice learning agreements and an updated EP written statement of commitment that assures a commitment to support the SPQ CCN and DN programme, including confirmation of protected learning time. Condition one is met. Evidence: Formal practice learning agreement Shropshire Community Health NHS Trust, 6 June 2024 Formal practice learning agreement Tameside and Glossop Integrated Community Foundation Trust, 6 June 2024 Formal practice learning agreement Alder Hey Childrens hospital, 6 June 2024 Formal practice learning agreement Bury Childrens Community services, 6 June 2024 Formal practice learning agreement Mersey and West Lancashire NHS Trust, 10 June 2024 Formal practice learning agreement Wirral Community Health and Care NHS Foundation Trust, 6 June 2024 Formal practice learning agreement Mersey Care NHS Foundation Trust, 6 June 2024
Date condition(s) met: 11 June 2024
Revised outcome after condition(s) met: **MET** ☒   **NOT MET** ☐

Independent/Supplementary Prescriber (V300)
Please indicate whether the V300 is a compulsory or optional element of the Specialist practice programme.   **Optional** ☐   **Compulsory** ☒   **N/A** ☐ Please indicate whether the V300 is to be approved at this event against the *Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2021)*   **YES** ☐   **NO** ☒ **OR**

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

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

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

mapped to the *Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers for applicants*, and

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

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

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

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

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

Findings against the standard and requirements

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

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒ **NO** ☐ **N/A** ☐

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

YES ☒ **NO** ☐

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

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒ **NO** ☐ **N/A** ☐

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

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

MET ☐ **NOT MET** ☒

R1.5 is not met. PLPs and the EP confirm that there's a collaborative recruitment and selection process. Applicants are required to meet NMC requirements at the point of application to the SPQ and V300 programmes. There must be confirmation by PLPs and the EP that appropriately prepared practice assessors and practice supervisors are assigned to supervise and assess students. All applications are reviewed in partnership with PLPs, the EP and PUSCs. PLPs undertake interviews for the non-apprenticeship routes and the EP manages the apprenticeship interviews. PUSCs and a member of the programme team are included in both processes and PUSCs contribute to the development of interview questions. The programme team tell us that they attend LJMU postgraduate open days to promote the SPQ programme.

Recruitment documentation confirms that PLPs and the EP are required to evidence that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected learning time before an application is accepted. Students tell us that they're supported to have protected learning in both theory and practice. PLPs and the EP confirm that they ensure that students have protected time and that this is confirmed at application to the programme. They tell us that they support all programme

22

nmc
Nursing &
Midwifery
Council

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

M M
MOTT
MACDONALD

requirements. There's no evidence however that existing PLP learning agreements and the EP statement of commitment are updated to confirm that protected learning time is assured. (Condition one)

Documentary evidence and the visit confirm that there's a collaborative partnership approach to ensuring systems and processes are in place to support practice learning. There's assurance that the quality and safety of practice learning environments are reviewed biennially using the pan northwest educational learning environment audit tool. Students describe how the practice learning support they have from practice assessors, practice supervisors, practice education leads, academic assessors and the programme team ensures that they're supported to achieve.

There's documentary evidence that provides assurance that non-NHS, self-employed and self-funded applicants can apply to the programme. PLP and EP representatives confirm a commitment to support practice learning and providing an honorary contract. Documentary evidence confirms that for non-NHS, self-employed and self-funded applicants who meet the requirements for entry to the programme must evidence that the necessary arrangements and governance structures are in place to support learning that ensures students have opportunities to progress towards achievement of the SPCNSPQ. The programme team confirm that they're responsible for governance checking including confirmation of disclosure and barring service checks and occupational health screening. Partnership learning agreements must be in place and practice learning environments must meet the requirements of the northwest educational audit processes. The requirement for students to be assigned to appropriately qualified and experienced practice assessors and practice supervisors who are prepared for their roles is confirmed prior to enrolment on the programme.

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒ **NO** ☐ **N/A** ☐

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

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☒   **NO** ☐   **N/A** ☐

Proposed transfer of current students to the programme under review
From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the *Standards for post-registration education programmes* and *Standards of proficiency for specialist community public health nurses* will be met through the transfer of existing students onto the proposed programme. Existing students won't transfer to the proposed programme. There's evidence that confirms student agreement.
Proposed transfer of current students to the *[Standards for student supervision and assessment (SSSA)](#)* (NMC 2018, updated 2023).
From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment. The SSSA is implemented across all LJMU NMC approved programmes.
Assurance is provided that Gateway 1: *[Standards framework for nursing and midwifery education](#)* relevant to selection, admission and progression are met **YES** ☐   **NO** ☒ There's confirmation at the visit of PLP and EP commitment to support the programme and that protected learning time is agreed. There's no evidence however that existing PLP learning agreements and the EP statement of commitment are updated to confirm support and commitment to the proposed programme. (Condition one)
Outcome
Is the standard met?   **MET** ☐   **NOT MET** ☒

There's confirmation at the visit of PLP and EP commitment to support the programme and that protected learning time is agreed. There's no evidence however that existing PLP learning agreements and the EP statement of commitment are updated to confirm support and commitment to the proposed programme.

Condition one: Provide an updated EP written statement of commitment and PLP written practice learning agreements that assures a commitment to support the SPQ DN and CCN programmes, including confirmation of protected learning time. (SFNME R2.1, R2.5; SPRP R1.5)

Date: 8 May 2024

Post event review

Identify how the condition(s) is met:

LJMU provide samples of signed PLP practice learning agreements and an updated EP written statement of commitment that assures a commitment to support the SPQ CCN and DN programme, including confirmation of protected learning time.

Condition one is met.

Evidence:
Formal practice learning agreement Shropshire Community Health NHS Trust, 6 June 2024
Formal practice learning agreement Tameside and Glossop Integrated Community Foundation Trust, 6 June 2024
Formal practice learning agreement Alder Hey Childrens hospital, 6 June 2024
Formal practice learning agreement Bury Childrens Community services, 6 June 2024
Formal practice learning agreement Mersey and West Lancashire NHS Trust, 10 June 2024
Formal practice learning agreement Wirral Community Health and Care NHS Foundation Trust, 6 June 2024
Formal practice learning agreement Mersey Care NHS Foundation Trust, 6 June 2024

Date condition(s) met: 11 June 2024

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

Standard 2: Curriculum

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

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

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

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

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

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

R2.4 state routes within the programme for:

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

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

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

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

R2.5 ensure programme learning outcomes reflect the:

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

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

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

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

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

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

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

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

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

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

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

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

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

R2.11 ensure programmes are:

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

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

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

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

Findings against the standard and requirements

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

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

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

A SCPHN programme isn't proposed.

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

![NMC Nursing & Midwifery Council logo]

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

![Mott MacDonald logo]

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐   **N/A** ☐

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☐   **NO** ☐   **N/A** ☒

No other specified fields of community nursing in health and social care are proposed.

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒   **NO** ☐   **N/A** ☐

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

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐

R2.6.3 is met. There's documentary evidence of mapping of the SPCNSPQ to the programme learning outcomes. Module content reflects the general and

![NMC Nursing & Midwifery Council logo]

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

![Mott MacDonald logo]

professional content required to meet the SPCNSPQ and to ensure that students are prepared for SPQ CCN and DN community nursing practice. Shared learning promotes interprofessional learning (IPL) opportunities across theory and practice learning. The V300 programme provides further IPL opportunities as students share learning with practitioners undertaking LJMU's advanced practice programmes, midwives, specialist community public health nursing (SCPHN) students and allied health professionals. All shared modules have field specific seminars that support students to contextualise learning to their field of SPQ community nursing practice. Students tell us that practice learning opportunities also support IPL and describe examples of the range of community specialist teams they can learn from and with. They confirm that these learning opportunities support reflection on how their field of community nursing applies to wider community nursing practice.

There's a range of appropriate modules that support students to develop understanding of and application to the SPCNSPQ. Leadership and management is a shared module that examines the importance of leadership and how this is applied to the SPQ role in leading change in response to organisational need. Students must demonstrate compassionate leadership and advocacy. Field specific modules develop the advancing specialist community CCN and DN knowledge and skills required to provide safe, effective and high-quality care. The DN specific clinical examination and decision-making and the paediatric clinical examination and minor illness modules prepare students to undertake the V300 module. Current students undertaking the V300 module are positive about the programme. Some students tell us that they feel that there's been some inconsistency in respect of information about an element of the V300 assessment. The programme team are advised to consider the consistency and clarity of advice given for the V300 assessment. (Recommendation one)

There are recognition of prior learning processes which are in place for students who've previously studied V300 at academic level six and seven. Students who have a V300 qualification at academic level six are required to undertake an academic level seven work based negotiated module. There's evidence of processes in place to ensure that students undertaking the V300 route are supported by practice assessors who can contextualise V300 prescribing learning to their specific field of SPQ community nursing practice.

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

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

N/A ☒

A SCPHN programme isn't proposed.

![NMC Nursing & Midwifery Council logo]

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

![Mott MacDonald logo]

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

MET ☒   **NOT MET** ☐

R2.7.2 is met. The programme structure confirms that the programme is designed to meet the SPCNSPQ. Programme learning outcomes are mapped to all modules and clearly demonstrate how students meet the SPCNSPQ. There's evidence that module content supports students to meet the programme outcomes for each intended field of SPQ community nursing practice. Module specifications confirm and students tell us that shared modules enable IPL with opportunities to apply the shared module content to their intended fields of community nursing practice.

- 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 of the programme timetable demonstrates how the programme is structured. This confirms a balance of 40 percent theory and 60 percent practice learning opportunities. This approach ensures that there's a focus on the specific skills required for each SPQ field of community nursing practice. The programme is delivered over 54 weeks and meets with the requirements for the DN integrated apprenticeship end point assessment.

There's evidence of a range of learning and teaching strategies used to promote inclusivity and achievement. Students confirm that they're taught and assessed using a diverse and engaging process. Synchronous teaching includes breakout rooms and action learning sets that enable students to engage in collaborative discussions. Students tell us that they really enjoy this approach. Teaching methods include lectures, seminars, tutorials, online digital learning, group work and independent and guided study approaches. Students tell us that they're encouraged to reflect on practice learning experiences while recognising the importance of confidentiality when sharing these experiences.

Documentary evidence confirms that reflective practice is a feature across the programme. Students tell us about their experiences using a reflective café strategy that provides opportunities for them to reflect on practice experiences with other SPQ and SCPHN students. They tell us that the opportunity to reflect in a safe supportive environment is a positive experience. The programme team describe how the reflective café is a shared learning space for students and is also used, for example, for motivational interviewing practice that's simulated and filmed to support students to be able to learn behaviour change techniques and strategies.

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

MET ☒   **NOT MET** ☐

R2.9 is met. Documentary evidence and the visit confirms the programme uses a range of technology across all programme modules. There's a flexible blended learning approach with a mix of face-to-face and online delivery according to the subject area. There's evidence that simulated learning is embedded in the programme with the use of simulated safeguarding scenarios that prepare students for practice learning.

The PUSC representative tells us about PUSC involvement in the development of simulated videos and how they've written conversational scripts to support these. It's clear in the programme documentation that simulated learning opportunities in theory doesn't replace practice learning. It's used to support theoretical knowledge acquisition that can be applied in practice. Students are required to demonstrate through simulation a range of the skills that are specific to their SPQ field of community nursing practice. Students tell us about how they're supported to undertake simulated learning and how it's an opportunity to learn in a safe environment. They're required to reflect on simulated learning opportunities with practice supervisors and record this in the ADNE PAD.

Digital literacy is supported through a variety of clinical assessment technology, NHS e-learning resources and LJMU's virtual learning platform. Electronic module descriptors, online assessments and Microsoft Teams are used to enable a blended learning approach and enhance programme delivery. Students tell us that the support provided by the library and the information technology team is excellent.

The programme team demonstrate a commitment to addressing the challenges and opportunities associated with artificial intelligence (AI). The school senior team and the programme team confirm there's a focus on a collaborative optimisation of AI practices. The senior school team tell us that as part of LJMU's technology strategy this developing technology is being considered with a view to appropriate use to enhance student learning.

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

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

YES ☐   **NO** ☐   **N/A** ☒

The programme is delivered in England.

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

  YES ☒ **NO** ☐

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

  YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 8 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: N/A	**MET** ☒	**NOT MET** ☒

Standard 3: Practice learning
Approved education institutions must:
R3.1 ensure that suitable and effective arrangements and governance for practice learning are in place for all students, including arrangements specifically tailored to those applicants who are self-employed and/or self-funded
Approved education institutions, together with practice learning partners, must:

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

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

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

MET ☒   **NOT MET** ☐

R3.1 is met. Documentary evidence and the visit confirms that there are suitable and effective arrangements and governance for practice learning in place for all students. Governance is assured through effective strategic and operational partnership working. There's evidence of how the SSSA is applied in practice learning environments and that practice learning environments are monitored and quality assured to provide appropriate practice learning opportunities for the CCN and DN fields of community nursing practice. The pan northwest learning educational audit process ensures and monitors that practice learning environments meet the governance requirements for the programme. There's assurance that practice learning environments are suitable and appropriate to enable learning opportunities that support progression and achievement of the SPCNSPQ in the CCN and DN fields of community nursing.

There's clear documentary evidence of a process that demonstrates how practice learning opportunities, arrangements and governance structures are tailored to support non-NHS, self-employed and self-funded students. The programme team, PLPs and the EP confirm that they ensure that processes are in place to support practice learning for these students. There's a flow chart for self-funding applicants and LJMU work with PLPs and the EP to identify a suitable practice learning environment and an agreed honorary contract. Senior PLP and EP representatives and the programme team confirm a commitment to work in partnership to support non-NHS, self-employed and self-funding students. For students supported by non-NHS organisations there's a documented process that confirms the process for ensuring governances processes are specifically tailored to support students.

There's clear evidence of how LJMU work collaboratively with PLPs and the EP to ensure the quality and safety of practice learning for all students. The process for the assignment of appropriately experienced SPQ and V300 practice assessors and practice supervisors is assured. PLP and EP practice education facilitators support the process in partnership with LJMU.

- 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, PLPs and the EP confirm that processes are in place to ensure that students work in partnership with LJMU and PLPs and the EP to arrange supervision and assessment that complies with the SSSA. Systems are in place to ensure that there's practice assessor and practice supervisor capacity to support students in practice learning environments.

Practice assessors and practice supervisors are required to have SPQ, CCN or DN qualifications and experience of working in the same field of practice as students. Senior PLP and EP representatives, practice assessors, practice

35

![nmc Nursing & Midwifery Council]

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

![MOTT MACDONALD]

supervisors, students and the programme team tell us that regionally many SPQ practice assessors have a V300 qualification. There's evidence of communication processes in place between V300 practice assessors and SPQ practice assessors who don't have the V300 qualification. Practice assessors and practice supervisors confirm that they're prepared to supervise and assess students undertaking the SPQ and the V300 programmes. Students confirm that they're assigned to an identified and suitably experienced SPQ practice assessor and practice supervisor and that tripartite meetings in practice are in place to monitor progression towards achievement of the SPCNSPQ.

There's documentary evidence of the range of support available for practice assessors and practice supervisors about how to escalate concerns about students including issues with progression. The practice learning handbook and the ADNE PAD clearly set out the responsibilities of students, practice assessors, practice supervisors and academic assessors. Practice assessors are supported by PLPs and the EP to have protected time to support and assess students. They and practice supervisors must be prepared to supervise and assess students following the completion of a period of preceptorship.

Students are introduced to the programme expectations during induction to the programme. Practice education leads meet with them to establish practice expectations, emphasising the collaborative partnership with the programme team PLPs and the EP that supports positive practice learning experience.

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

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

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐   **N/A** ☐

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

R3.3.3 is met. LJMU, PLPs and the EP work in line with pan northwest learning environment educational audit process that monitors the availability, suitability and capacity of practice learning environments that ensure learning opportunities are available to support achievement of the SPCNSPQ.

Programme documentation confirms that practice learning opportunities enable students to develop and progress towards achievement of the SPCNSPQ. The ADNE PAD that's contextualised to the programme is the framework for practice learning assessment. Self-assessment using strengths, challenges, opportunities, or barriers enables students and practice assessors to develop a learning plan that facilitates the identification of appropriate learning opportunities.

The ADNE PAD clearly sets out responsibilities for students, PLPs, the EP and academic assessors. The assessment of practice is undertaken by practice assessors who assess achievement of SPCNSPQ based on evidence that's recorded in the ADNE PAD. Progression is monitored by practice supervisors who provide feedback for practice assessors. Tripartite meetings include practice assessors, academic assessors and students who meet to review progression towards achievement of the SPSCNSPQ. Progress is recorded in the PAD. If there are any concerns about progression, a supportive action plan is developed and there's a documented agreement between practice assessors and academic assessors about how progress is monitored. Where students don't successfully achieve all proficiencies, practice assessors and academic assessors confirm and record the SPCNSPQ that aren't met. Results are ratified at an assessment board following review by the programme external examiner.

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

MET ☐   **NOT MET** ☐   **N/A** ☒

No other specified fields of community nursing in health and social care are proposed.

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

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

YES ☒   **NO** ☐

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

- There is evidence to demonstrate that the programme team takes account of students' individual learning needs and personal circumstances when

![NMC Nursing & Midwifery Council]

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

![MM Mott MacDonald]

allocating their practice learning, including making reasonable adjustments for students with disabilities, and (R3.5)

MET ☒   **NOT MET** ☐

R3.5 is met. Student, practice assessor and practice supervisor facing programme documentation detail the additional support processes that are available for students. There's documentary evidence that students have access to LJMU student wellbeing services that offer a range of support including specialist counselling for emotional and mental health and wellbeing, disability and health-related issues. Reasonable adjustments are made for students who disclose a disability and there's a disability coordinator (DiSCo) who leads on specific support at programme level and who communicates any recommendations for specific student support. The service enables students to meet with disability advisers who assess the support students require to facilitate academic achievement. A study needs agreement is established and shared with the programme team and module leaders to ensure that academic staff can support the requirements detailed in the agreement. Adjustments can include additional assessment time, use of coloured overlays or additional resources to support learning and assessment. Students are encouraged to share any study needs agreement with practice assessors and practice supervisors to support reasonable adjustments in practice learning environments.

Students who are identified as having specific learning needs in theory or practice can be referred to the DiSCo and a risk assessment in practice (RAP) is completed to ensure that students are supported in practice and that reasonable adjustments can be made. Students can choose to share their RAP with practice assessors and practice supervisors. The programme team confirm that if students, practice assessors or practice supervisors require any additional support a further supportive action plan can be agreed as part of an additional tripartite. Students, practice assessors and practice supervisors confirm that the programme team are visible and easily accessible for any additional support.

Documentary evidence confirms and students tell us that if they require additional support with the development of academic skills this is provided and accessible in the school. They tell us that they can access drop-in academic writing sessions or request individual support.

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.6.2 is met. The programme structure demonstrates how students progress through the programme. Progression is recorded in the ADNE PAD. Students reflect on their individual progress and undertake a series of self-assessments that examine strengths, transferable skills and opportunities for learning that supports them to achieve the SPCNSPQ. There are opportunities for feedback that enhance student progression. Practice assessors and practice supervisors support progression towards achievement of the SPCNSPQ and progression is discussed at tripartite meetings across the duration of the programme. Practice supervisors inform the final tripartite meeting that requires practice assessors to confirm that the programme outcomes and the SPCNSPQ are met. Academic assessors must agree and confirm achievement.

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: 8 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

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

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

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

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

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

R4.4 ensure practice supervisors:

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

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

R4.5 ensure practice and academic assessors:

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

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

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

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

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

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

R4.7.2 SCPHN public health nurse,

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

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

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

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

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

R4.9.2 SCPHN public health nurse practice,

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

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

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

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

MET ☒   **NOT MET** ☐

R4.1 is met. Documentary evidence and the visit confirms that the SSSA is effectively reviewed and monitored through the pan northwest learning environment educational audit process. Senior PLP and EP representatives tell us about how they support practice learning and how processes ensure the quality and safety of practice learning environments. Students are assigned to practice assessors and practice supervisors who have an SPQ annotated qualification and who have appropriate experience in the CCN and DN fields of community nursing practice. PLPs and the EP confirm the availability of practice assessors and practice supervisors.

There's evidence of arrangements in place to appropriately manage situations if SPQ and V300 practice assessors aren't the same person. This includes a process for ensuring communication between both practice assessors is documented in the ADNE PAD.

Documentary evidence and the visit confirm that there are resources in place to support practice assessors and practice supervisors to meet the requirements of the SSSA. The pan northwest learning environment educational audit is undertaken biennially and reviews and monitors the quality and safety of practice learning environments across the northwest region. This provides a consistent approach across all practice learning environments. The senior school team tell us that they work with other regional AEIs and that they share resources, information and intelligence and if necessary, raise joint escalation plans if any serious practice learning concerns are identified. They tell us that there's an ongoing northwest task and finish group reviewing the quality of practice learning environment provision. There's evidence that students are encouraged to complete practice learning evaluations, these link into the quality assurance integrated systems across northwest PLPs, EPs and AEIs.

The preparation of practice assessors and practice supervisors is the responsibility of PLPs and the EP who confirm that they're supported through a period of preceptorship before they undertake assessment and supervision roles. PLPs and the EP maintain a database that records and monitors evidence that practice assessors and practice supervisors have completed a period of preceptorship and undertaken the appropriate preparation to assess and supervise students.

The programme team deliver SPQ programme updates, development and network meetings at three points during the programme. These include programme specific training and updates. Practice assessors and practice supervisors are encouraged to attend. PLPs and the EP action non-attendance, this can result in practice assessors and practice supervisors being removed from their supervision and assessment roles. Information about support for practice assessors and practice supervisors is detailed in student and practice assessor and practice supervisor facing documentation. Practice assessors and practice supervisors tell us that they're committed to supporting the programme and that they work in partnership with the programme team and academic assessors to ensure students have a quality learning experience.

Students are assigned to identified academic assessors who are part of the programme team and who have appropriate experience to support students in the CCN and DN fields of community nursing practice. The senior school team tell us about their commitment to support the programme team and that they're responsible for ensuring that academic assessors are supported to undertake a period of preceptorship before being prepared as academic assessors.

There's sufficient academic resource to ensure effective delivery of the SPQ programme. The CCN route is further supported by lecturers and senior lecturers who are NMC registered children's nurses, some with children's community nursing experience. The DN route is further resourced by the appointment of a SPQ DN lecturer who'll be in place in time for the start of the programme.

Documentary evidence and the visit confirms there's effective collaborative PLP, EP and LJMU processes in place to address any fitness to practise concerns. PLPs, the EP and the programme team are clear that as NMC registrants students are responsible for their professional behaviour. There's assurance that PLPs and the EP have processes in place this is evidenced and detailed in student facing documentation.

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

    MET ☒   **NOT MET** ☐

R4.2 is met. Documentary evidence and the visit confirm that there's a partnership approach that ensures adherence to the SSSA. There are processes in place that provide assurance that PLPs and the EP assign appropriately prepared practice assessors and practice supervisors. This is evidenced as part of the pan northwest learning environment educational audit process. PLPs and the EP complete a declaration that applicants to the programme have appropriately qualified and prepared practice assessors and practice supervisors in place.

The CCN and DN programme leads maintain regular meetings with practice education leads to review and monitor the development needs of practice assessors and practice supervisors. They work in partnership to identify areas and topics that are discussed and examined at practice assessor and practice supervisor meetings. The programme team tell us about the planned practice assessor and practice supervisor training to use the ADNE PAD.

The senior school team confirm the process that ensures that academic assessors are prepared for their role through annual mandatory training and undertaking research activities. Academic assessors confirm that the role is supported and that during a period of preceptorship they're fully supported by the senior school team to have access education and training that enhances the delivery of the programme.

- 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. There's documentary evidence that confirms the application process requires PLPs and the EP to verify the suitability of practice assessors and practice supervisors. The allocation of academic assessors is managed in the school by line managers, who ensure that they've been prepared and are

supported to undertake the role. Students, practice assessors and practice supervisors tell us about regular meetings with practice supervisors to review how learning opportunities are recorded and reflected in the ADNE PAD. The final assessment of practice is confirmed by practice assessors and agreed by academic assessors.

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

- Processes are in place to ensure practice supervisors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals (R4.4.1) or
  YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to ensure practice supervisors can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students (R4.4.2)
  YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to ensure practice and academic assessors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ (R4.5.1) or
  YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to ensure practice and academic assessors can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ (R4.5.2)
  YES ☒   **NO** ☐   **N/A** ☐

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

- Processes are in place to ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking (R4.6)
  MET ☒   **NOT MET** ☐

R4.6 is met. Documentary evidence and the visit confirms that there are effective processes in place to ensure students are assigned to appropriately experienced practice assessors who can supervise and assess SPQ CCN and DN students. PLPs and the EP tell us that it's their responsibility to assign practice assessors and that they verify the suitability of practice assessors who are prepared for the practice assessment role. PLPs and the EP must declare that they support applicants to undertake the programme.

nmc Nursing & Midwifery Council

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

M M MOTT MACDONALD

If SPQ practice assessors have the V300 qualification they'll undertake the V300 practice assessor role. Documentary evidence and the visit confirms that students are assigned to a V300 specific practice assessor if their SPQ practice assessor doesn't have a V300 qualification. It's clearly documented that students are assigned to V300 practice assessors who can contextualise V300 prescribing learning experiences to their SPQ field of community nursing practice. There's evidence of the communication process in student and practice assessor facing programme documentation. The ADNE PAD records evidence of communication between SPQ and V300 practice assessors. Practice assessors and practice supervisors tell us that there are a significant number of SPQ practice assessors who are V300 practice assessors and that they don't anticipate that this is an issue.

- 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 wott necessary for the practice supervisor and practice assessor roles to be carried out by the same person (R4.6.1)

  MET ☒   NOT MET ☐

R4.6.1 is met. Documentary evidence includes a statement that details that there's an exceptional circumstances process in place where the same person may fulfil the role of the practice assessor and practice supervisor. This confirms that practice assessors and practice supervisors mustn't be the same person. The process details how the programme team, PLPs and the EP work collaboratively to action a replacement practice assessor.

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

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

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

  N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☐   **NO** ☐   **N/A** ☒

No other specified fields of community nursing in health and social care are proposed.

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

  YES ☒   **NO** ☐

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

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

  N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse practice (R4.9.2)

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☐   **NO** ☐   **N/A** ☒

No other specified fields of community nursing in health and social care are proposed.

![NMC Nursing & Midwifery Council]

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

MOTT MACDONALD

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

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 8 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 5: Qualification to be awarded

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

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

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

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

R5.4 inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing

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

programme. If they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber, and

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

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

Findings against the standards and requirements

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

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

  YES ☒   **NO** ☐

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing

qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice (R5.5)

YES ☒   NO ☐   N/A ☐

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

YES ☐   NO ☐   N/A ☒

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

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met

YES ☒   NO ☐

Outcome		
Is the standard met?	MET ☒	NOT MET ☐

Date: 8 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

Sources of evidence

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

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

50

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: A condition is applied as there's no written statement of commitment from the EP and no written practice learning agreements from PLPs.		
List of additional documentation: Post visit documentation to meet conditions: Formal practice learning agreement Shropshire Community Health NHS Trust, 6 June 2024 Formal practice learning agreement Tameside and Glossop Integrated Community Foundation Trust, 6 June 2024 Formal practice learning agreement Alder Hey Childrens hospital, 6 June 2024 Formal practice learning agreement Bury Childrens Community services, 6 June 2024 Formal practice learning agreement Mersey and West Lancashire NHS Trust, 10 June 2024 Formal practice learning agreement Wirral Community Health and Care NHS Foundation Trust, 6 June 2024 Formal practice learning agreement Mersey Care NHS Foundation Trust, 6 June 2024 Conjoint approval visit outcomes, 5 June 2024		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: SPQ CCN year one x four SPQ CCN alumni x one SPQ DN, year one x two		
People who use services and carers	☒	☐

If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: CQC inspection report, Liverpool University Hospitals NHS Foundation Trust - Aintree University Hospital, 20 January 2023 CQC inspection report, Anchorage Nursing home, 12 December 2023 CQC inspection report, Wirral University Teaching Hospitals Foundation Trust - Arrowe Park Hospital, 10 August 2023 CQC inspection report, Countess of Chester NHS Foundation Trust, 14 February 2024 CQC inspection report, Grace Court Care Centre, 15 July 2022 CQC inspection report, Liverpool Women's Hospitals NHS Foundation Trust - Liverpool Women's Hospital, 28 February 2024 CQC inspection report, Liverpool Women's Hospitals NHS Foundation Trust, 23 June 2023 CQC inspection report, Mersey Care NHS Foundation Trust, 14 April 2023 CQC inspection report, Tameside and Glossop Integrated Care NHS Foundation Trust - Tameside General Hospital, 15 March 2024 CQC inspection report, Warrington and Halton Teaching Hospitals NHS Foundation Trust – Warrington Hospital, 17 January 2024 CQC inspection report, Wirral University Teaching NHS Foundation Trust, 10 August 2023		
If you stated no above, please provide the reason and mitigation: LJMU is an established AEI, practice and resource visits aren't needed.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.