nmc Nursing & Midwifery Council

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MM MOTT MACDONALD

Programme approval report

Section one

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

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

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

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

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nursing associate education.

	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 supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 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:	6 December 2023
Programme start date:	
SPQ Community children's nursing	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community learning disabilities nursing	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community mental health nursing	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	
SPQ District nursing	
SPQ District nursing with integrated independent and supplementary prescribing (V300)	
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: Bernadette Martin Lay Visitor: Kuldeep Singh

Summary of review and findings
Manchester Metropolitan University (MMU) is an approved education institution (AEI). The nursing department (the department) within the faculty of health and education (the faculty) present for approval a community specialist practice qualification in the field of district nursing (SPQ DN) with integrated independent and supplementary prescribing (V300) apprenticeship programme. The proposed programme is a postgraduate diploma (PgDip), offered for full-time study at academic level seven. 20 student places are proposed. The programme is delivered at the main MMU campus.   There's four SPQ DN registrants in the programme team including the programme lead. A further academic with the SPQ DN qualification has been recruited and will be in place before the proposed programme commences. The team have V100 and V300 prescribing qualifications.   There's academic and practice resources and governance processes in place to confirm practice learning capacity and the quality and safety of practice learning environments. Practice learning governance is assured through strategic and operational processes across organisations and AEIs in the northwest. The overall strategic governance for practice learning environments is the responsibility of the northwest practice education group (NWPEG). MMU are part of the regional collaborative greater Manchester (GM) practice education group (GMPEG) who are responsible for ensuring compliance with the Standards for student supervision and assessment (SSSA) (NMC, 2018, updated 2023). There's evidence of how the programme team engage with other AEIs and organisations at national and regional levels to review and enhance SPQ DN education. There are established processes in place to assure the quality, safety and ongoing enhancement of theory and practice learning. There's assurance that MMU and employer partners (EPs) work collaboratively to address when risks to the quality and safety of practice learning are identified through system regulator reporting. There's evidence of partnership processes to address practice learning concerns and where required exceptional reporting to the Nursing Midwifery Council (NMC).   The proposed apprenticeship route is developed in response to the GM workforce strategic plan to promote opportunities and support recruitment of students who can deliver expert DN services to local diverse populations. All proposed EPs attend the approval visit and confirm a commitment to support the programme intentions. Written statements of commitment are in place for Bridgewater Community Healthcare NHS Foundation Trust, Stockport NHS Foundation Trust, Tameside and Glossop Integrated Care NHS Foundation Trust. MMU haven't submitted the written statement of commitment that's in place and agreed with the Northern Care Alliance NHS Foundation Trust (NCA).

MMU propose an apprenticeship route only, the programme can't be offered to self-employed or self-funded applicants. The programme team are aware of the process required should MMU propose future non-apprenticeship SPQ routes.

There's evidence of a partnership approach to the recruitment and selection process for applicants who are NMC registered first level nurses. Applicants must secure EP support and confirmation of this before an application is made to MMU. Applicants must demonstrate the capability to study at academic level seven at application. The programme lead and EPs undertake a joint application process. Recognition of prior learning (RPL) is available to students who previously studied V300 and who've undertaken physical assessment skills learning at academic level seven. For RPL claims a skills gap analysis mapping against the programme outcomes and the Royal Pharmaceutical Society (RPS) competency framework for all prescribers (RPS, 2021) is undertaken. All claims are subject to external examiner scrutiny.

There's evidence of established collaboration between MMU and EPs and confirmation of effective partnership working with EPs and students. There's some evidence of the opportunity for feedback from people who use services and carers (PUSCs) about programme development. Further evidence of sustained programme engagement with PUSCs is limited. The programme team and senior department team outline the recent development and implementation of a PUSC strategy to ensure the preparation for and involvement of PUSCs in the ongoing development, recruitment and selection, delivery, assessment and evaluation of the programme.

Consultation and engagement with EPs, students, practice assessors, practice supervisors, practice educators and apprenticeship skills coaches is evident. Preparation for practice assessor and practice supervisor roles is detailed in programme documentation and confirmed at the visit. EPs demonstrate a clear commitment to ensuring the quality and safety of practice learning for students and are clear about the requirements to meet the SSSA.

MMU and EPs are committed to ensuring the proposed programme meets the needs of students from diverse backgrounds who are representative of the local population. There's a commitment by the programme team to ensure equal opportunities and the development of equality, diversity and inclusion (EDI) across the programme. The senior department team and EPs confirm collaborative meetings focus on EDI and attainment gap data across all professional programmes. There's an inclusive learning curriculum action plan that's reviewed by the department to inform annual quality assessment reviews and action planning. There's a process in place that includes scrutiny of data to establish attainment differential between DN students, there's been no attainment gaps reported to date. The programme lead continues to monitor and report on the proposed programme on a yearly basis at faculty level. EPs use EDI data to inform focused campaigns and initiatives to support the health of local populations.

The approval visit is undertaken face-to-face.

There's mapping against the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the SSSA, the Standards for post-registration education programmes (SPRP) (NMC 2022, updated 2023) and the Standards of proficiency for community nursing specialist practice qualifications (SPCNSPQ) (NMC, 2022).

Successful completion of the programme provides eligibility for SPQ DN and independent/supplementary prescribing (V300) annotations on the NMC register. Both awards must be successfully completed to gain the SPQ DN.

The SFNME and SSSA aren't met at programme level as conditions apply.

The programme is recommended for approval subject to five NMC conditions, one joint NMC and university condition and one university condition. Three NMC recommendations are made.

Six regulatory conditions are made in agreement with the NMC in response to the NMC policy decision that the V300 can't be awarded if the requirements of the SPQ aren't successfully achieved. MMU propose an exit award for achievement of the V300. A joint NMC and university condition is applied that requires MMU to remove reference to the V300 exit award if the SPQ DN isn't successfully achieved.

Updated 16 February 2024:

MMU provide evidence to meet the NMC conditions.
MMU confirm the university condition is met.

The conditions are met.

The programme is recommended to the NMC for approval.

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

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	Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: Provide a written statement of commitment from the NCA that assures their commitment to support the SPQ DN programme. (SFNME R2.1, R2.5) Condition two: Provide an implementation plan that details how MMU and EPs will work in partnership to ensure PUSCs are involved, prepared and supported to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. (SFNME R1.12, R2.7, R5.14; SPRP R2.1) **Selection, admission and progression:** None identified. **Practice learning:** Condition five: Provide programme documentation that clearly evidences how MMU and EPs work collaboratively to ensure an appropriate period of preceptorship to support practice assessor, practice supervisor and academic assessors roles. (SSSA R6.7; SPRP R4.4.1, R4.5.1) **Assessment, fitness for practice and award:** Condition three: Provide student and practice assessor and practice supervisor facing programme documentation that demonstrates visibility and direct mapping of the SPCNSPQ to theory and practice learning. The practice assessment document (PAD) must explicitly include recorded evidence of progression towards and achievement of the SPCNSPQ. (SFNME R2.2, R2.12; SSSA R3.3, R4.9; SPRP R4.8, R4.9.3) Condition six: Make it explicit in relevant documentation and marketing materials that if independent/supplementary prescribing (V300) is

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	successfully passed, but the award/SPQ DN qualification is failed students won't receive either qualification. (SFNME R2.1; SPRP R2.1) (NMC and university condition) **Education governance: management and quality assurance:** Condition four: Remove the non-academic credits applied to practice learning and amend to pass/fail. This must be evidenced in programme documentation including student and practice assessor and practice supervisor facing documentation. (SFMNE R1.1, R5.15; SPRP R2.1) Condition seven: Revisit the final learning outcomes within the programme specification to ensure that each one continues grammatically from the overarching statement. (University condition)
Date condition(s) to be met:	7 February 2024
Recommendations to enhance the programme delivery:	Recommendation one: Consider reviewing and monitoring the ongoing enhancements to programme co-production with all stakeholders. (SFNME R1.12) Recommendation two: Consider reviewing and monitoring the opportunities for further inter-professional learning (IPL) across theory and practice learning. (SFNME R1.3, R3.3) Recommendation three: Continue to monitor and evaluate the ongoing technology and simulation developments that support learning opportunities across the programme. (SFNME R3.4; SPRP R2.9)
Focused areas for future monitoring:	The involvement and contribution of all stakeholders to the programme. Appropriate preceptorship support for practice assessors, practice supervisors and academic assessors.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions:

A written statement of commitment from the NCA confirms their commitment to support the programme. Condition one is met.

Revised programme documentation including a PUSC lived experience preparation plan clearly details how the MMU and EPs work in partnership to ensure the involvement of PUSCs in the programme. Condition two is met.

Revised programme documentation is clearly mapped to the SPCNSPQ and provides evidence of student progression towards and achievement of the SPCNSPQ. Condition three is met.

Revised programme documentation confirms that non-academic credits applied to the practice module specialist practice of district nursing practice are removed. Condition four is met.

Revised programme documentation including practice assessor and practice supervisor facing documentation clearly evidences how MMU and EPs work collaboratively to ensure an appropriate period of preceptorship.
Condition five is met.

Revised programme documentation confirms that there's no fall back V300 award. Condition six is met.

MMU provide a programme report document signed by the chair of the conjoint panel confirming that the university condition is met. Condition seven is met.

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	16 February 2024

Section three

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

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:** S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders R2.4 comply with NMC *Standards for student supervision and assessment* R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

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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

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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 partnership working between MMU and key stakeholders.
Documentation and the visit evidence effective and collaborative working with EPs
at operational and strategic levels. All proposed EPs confirm their commitment to
support the programme. There's documentary evidence that written statements of
commitment are in place, however MMU haven't submitted this evidence from the
NCA. (Condition one)

Senior EPs tell us they work in partnership with MMU and confirm confidence in
the programme to develop students who are prepared to deliver DN services that
meet the needs of the local population. They tell us about the shared commitment
to recruitment and selection processes that achieve results in ensuring the
inclusivity of applicants from a range of diverse backgrounds. They tell us this
approach is vital to address the need for quality care across the culturally
diverse regional population. One senior EP representative describes the role of
cultural ambassadors who work across the organisation to identify and challenge

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discrimination and cultural bias. For example they work with managers to ensure recruitment processes are fair and inclusive.

There's documentary evidence of sustained strategic and operational contributions to the development of the programme. Senior EPs confirm an ongoing commitment to programme co-production to meet the needs of the DN workforce. They tell us they work well with MMU and specifically with the programme lead who's responsive to their service requirements. DN team leads, practice assessors, practice supervisors and practice educators who act in the nominated person role tell us about their involvement in specific programme consultation. They tell us how feedback they provide at regular programme meetings has informed the development of the programme and how ongoing enhancements are a part of the feedback and evaluation process that the programme team encourage. They commend the programme team who listen to their views and who are inclusive and approachable. The programme team should consider how they'll continue to review and monitor ongoing programme co-production with all stakeholders. (Recommendation one)

There's evidence of partnership working with EPs to assure us that the SSSA is monitored across GM, this is reflected in the proposed programme. This approach ensures MMU work in partnership with EPs who provide practice learning environments for other local AEIs. Regional practice learning environment educational audit is undertaken on a three-year basis to review and monitor the quality and safety of practice learning, providing a consistent approach across all practice learning environments. Senior EPs tell us about their involvement in partnership with MMU as part of the GM workforce committee who are responsible for ensuring projected workforce targets are met and for monitoring the systems that ensure the availability of practice learning environments. They tell us they're committed to support learning that ensures the safety and wellbeing of students across the region. The GM practice education centre of excellence are responsible for ensuring practice learning governance across GM. They review policies and processes and how innovations can improve practice education.

The senior department and programme team tell us that they're committed to increasing the visibility of PUSC involvement in the programme. They tell us about the MMU wide PUSC strategy that's a recent development that will be implemented to support more involvement of PUSCs across MMU programmes. There's evidence in the PAD and the programme team tell us practice assessors or practice supervisors facilitate opportunities for PUSCs to provide anonymised feedback on student performance in practice. This feedback informs discussion at student review meetings. Students, practice assessors and practice supervisors confirm that students are required to record evidence of this in the PAD. Students tell us about the importance of involving and working in partnership with PUSCs in relation to their care and that this is a fundamental element across all units of learning. They aren't able to tell us about any direct PUSC involvement in the programme beyond the PUSC feedback they're required to obtain in practice. EPs demonstrate a commitment to involve PUSCs at the recruitment stage in

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interviews. One senior EPs tells us that they view their involvement as important in terms of ensuring representation of local people. They acknowledge some challenges with access to PUSC representatives but are reviewing how this can continue to be achieved.

The programme team tell us about plans for PUSC inclusion in programme delivery. Previous students share experiences of best practice examples from PUSC feedback. Modules require students to examine and consider the needs of PUSCs across the programme. The project in the empowering populations to enhance health and wellbeing module requires students to examine how they empower people and co-create new ways of working in partnership with PUSCs. They tell us about practice experts who'll be involved in aspects of programme delivery focusing on real life examples of feedback from PUSCs.

PUSC representatives tell us they've reviewed documents about the proposed programme and have provided feedback to the programme lead. Both representatives at the visit have experience of DNs being involved in the care of family members. They tell us they value and view the role of the DN as important in supporting families who provide care in the home setting. They aren't involved in the programme but are aware about plans to involve PUSCs in the programme. They couldn't tell us what this involvement would include or if they would be prepared for a role in the programme but are interested if time allows them to be involved. (Condition two)

Documentary evidence and the approval visit confirms student individual need is considered to support them to successfully achieve the programme. Students confirm that individual academic and study support resources are available if needed and they know where to access additional support. They tell us the programme handbook and online resources guide them to additional support information. The communication system between practice assessors, practice supervisors and academic assessors is clearly detailed in the programme documentation. Students tell us they don't have any concerns about communication processes and state they understand how this is operationalised. They confirm they're clear about the roles of the people who are involved in their learning and tell us about the role of the apprenticeship skills coach who they view as an additional support in both theory and practice learning. If students have concerns, they know the process for raising concerns about practice learning or concerns about practice safety issues. They recognise their responsibilities as NMC registrants to raise concerns. They tell us they're confident to report issues and can use a number of resources to action this including practice assessors, the programme team, the nominated practice educator, the skills coach and they can report concerns using the GM online system practice assessment record and evaluation tool (PARE). They confirm any concerns are acknowledged and that they receive appropriate feedback on any actions required. They tell us they know how to raise concerns about theory learning.

Students tell us the programme team have consulted with them about plans for the proposed programme. An alumnus student tells us about their role as the student representative, they tell us about their involvement in discussions about the programme development and how they were able to share the views of student colleagues. Their feedback has been considered and they feel their views are valued. They tell us the programme team actively encourage opportunities for both formal and informal feedback. They tell us about student voice forum, they know how to access this and tell us about the formal processes that enables them to evaluate their learning in both theory and practice. They tell us they evaluate the learning using PARE. Students commend the support the programme team and in particular the programme lead provide.

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** ☒

NCA confirm support for the programme at the visit however, MMU haven't submitted the documentary evidence of supporting commitment to the programme.

Condition one: Provide a written statement of commitment from the NCA that assures their commitment to support the SPQ DN programme. (SFNME R2.1, R2.5)

There's no clear evidence of a strategy that demonstrates how PUSCs are involved, prepared and supported to fully engage in the programme.

Condition two: Provide an implementation plan that details how MMU and EPs work in partnership to ensure PUSCs are involved, prepared and supported to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. (SFNME R1.12, R2.7, R5.14; SPRP R2.1)

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

MET ☒   **NOT MET** ☐

Post Event Review
Identify how the condition is met: Condition one: A signed written statement of commitment from the NCA confirms their commitment to support the programme. Condition one is met.

Evidence:
EP signed commitment statement, NCA, undated

Condition two: Revised programme documentation and lived experience network presentation plan evidence how EPs and the programme team work with the PUSC lived experience network to ensure their involvement in the programme. There's assurance that PUSC involvement in the recruitment and selection process, delivery and assessment in specific modules is clearly detailed. Their involvement in practice learning and assessment is evidenced in the PAD and detailed in student and practice assessor and practice supervisor facing documentation. Formative assessment reflection focuses on how students interact with PUSCs in practice.

PUSC feedback informs the final assessment of practice. PUSC feedback results are shared at all DN practice huddles in practice learning environments. EP DN practice educators evaluate practice at the end of the programme and analyse the results of PUSC feedback across all practice learning environments. This information is thematically analysed and shared with all stakeholders including a community advocate forum to ensure the sharing of best practice and to identify areas for future improvement across the GM region.

Condition two is met.

Evidence:
Revised, SPQ DN specialist practice handbook, 2024
Revised, DN programme handbook, 2024
Revised, DN practice assessor and practice supervisor handbook, 2024
Revised, DN PAD, 2024
PUSC lived experience network, presentation plan, undated

Date condition(s) met: 16 February 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:

1 March 2021

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

                                                                        N/A ☒

A SCPHN programme isn't proposed.

- 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 specialist community public health nursing (SCPHN) programme isn't proposed.

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

  YES ☒   **NO** ☐   **N/A** ☐

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

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

  MET ☒   **NOT MET** ☐

R1.5 is met. Documentary evidence and the visit confirm that there's strategic and local governance structures in place to support practice learning. NWPEG provide strategic responsibility for the quality and safety of practice learning across the northwest region. Stakeholder group representation includes AEIs, nursing, midwifery and allied health professionals who meet bi-monthly to review and monitor the quality of practice learning policy and processes. The GM nurse education group are responsible for professional accountability and work

collaboratively to ensure a region wide approach to managing changes and ensuring partnership working supports practice learning.

Documentary evidence and EPs confirm a collaborative recruitment and selection process. Applicants apply through the NHS jobs platform; suitability is initially considered by EPs before they complete the MMU application process. Applicants must meet NMC requirements for SPQ and V300 before being considered for entry to the programme. They're required to provide two contacts who are asked to provide a professional reference. The programme lead undertakes interviews in partnership with EPs.

EPs must complete a declaration that identifies the suitability of applicants and that arrangements are in place to support protected practice learning time. Practice assessors and practice supervisors are identified at this point. Students confirm the application process and tell us that their practice learning is protected. They tell us that if there are issues with this due to clinical pressures there are arrangements in place to ensure they can resolve this through discussion with practice educators and skills coaches to ensure that they're supported and their learning isn't impacted. Students tell us these situations are rare and well managed if they do occur. Practice education representatives confirm the processes in place to ensure practice learning time is protected.

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒ **NO** ☐ **N/A** ☐

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

| | **YES** ☒ | **NO** ☐ | **N/A** ☐ |

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

| | **YES** ☒ | **NO** ☐ | **N/A** ☐ |

Proposed transfer of current students to the programme under review

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

Documentary evidence and discussion with students confirms current students won't transfer onto the proposed programme.

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

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

A modification to the current SPQ DN programme to transfer to the SSSA was approved by the NMC on 1 October 2019. MMU are part of the regional GMPEG partnership that ensures ongoing monitoring and application of the SSSA across GM.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met

| | **YES** ☒ | **NO** ☐ |

Outcome

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

Date: 6 December 2023

Post event review

Identify how the condition(s) is met:

N/A

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nursing associate education.

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

Standard 2: Curriculum

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

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

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

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

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

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

R2.4 state routes within the programme for:

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

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

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

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

R2.5 ensure programme learning outcomes reflect the:

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

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

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

nursing or in specified field(s) for community nursing SPQ in health and social care practice

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

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

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

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

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

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

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

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

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

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

R2.11 ensure programmes are:

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

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

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

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

Findings against the standard and requirements

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

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☐   **NO** ☒ **N/A** ☐

R2.1 is not met. There's evidence that MMU are committed to increasing the visibility of PUSC involvement in the programme. The senior department and programme teams tell us about the MMU wide PUSC strategy, that's a recent development to support more involvement of PUSCs across MMU programmes. There's evidence in the PAD that practice assessors or practice supervisors facilitate opportunities for PUSCs to provide anonymised feedback on student performance in practice. Students, practice assessors and practice supervisors confirm that students are required to record evidence of this in the PAD. Students can't tell us about any direct PUSC involvement in the programme beyond the PUSC feedback they're required to obtain in practice. EPs demonstrate a commitment to involve PUSCs at the recruitment stage in interviews. One senior EPs tells us that they view their involvement as important in terms of ensuring representation of local people. They acknowledge some challenges with access to PUSC representatives but are reviewing how this can continue to be achieved.

There are plans for further PUSC inclusion in programme delivery. Modules require students to examine and consider the needs of PUSCs across the programme. PUSC representatives confirm that they've reviewed documents about the proposed programme and have provided feedback on the plans. Both representatives tell us that they have experience of DNs being involved in the care of family members. They value and view the DN role and its importance in supporting families who provide care in the home setting. They tell us that they aren't involved in the programme but know about the plans to involve PUSCs in the programme. They couldn't tell us what this involvement would include or if they would be prepared for a role in the programme. (Condition two)

The programme team present a structure that includes 20 non-academic credits that are applied directly to the achievement of SPQ DN practice learning. This is in addition to 120 academic credits. There's a potential safety concern that students could achieve 120 credits and appeal the award of PgDip without successfully completing the SPQ programme in its entirety. The programme team must remove

the practice learning credits and amend the programme documentation to reflect practice learning as a pass/fail component. (Condition four)

The programme team present a V300 fall back award for students who successfully meet the V300 programme requirements but don't achieve the requirements of the SPQ DN award. The programme team must update programme documentation and marketing materials to remove reference to this as a fall back award. (Condition six)

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐   **N/A** ☐

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

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☐   **NO** ☐   **N/A** ☒

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

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

- 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 ☒

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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 is met. Documentary evidence and the visit confirm that modules reflect the general and professional content required to meet the SPCNSPQ and to ensure students are prepared for SPQ DN practice. There's clear evidence that the programme meets the requirements that are specific to the DN field of community nursing practice. Improving practice and the focus on DN leadership to improve service development are key themes. Students share learning with students undertaking the SCPHN programme and students who are studying the V300.

The PAD records progression towards achievement of the SPCNSPQ.

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐

R2.7 is met. Module specifications detail the content and assessment necessary to meet the module learning outcomes for SPQ DN practice. Modules are mapped to demonstrate the achievement of programme outcomes.

- 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 details the request by EPs and students to retain the 50 percent theory and 50 percent balanced practice model. EPs and

students tell us about the value of learning in practice and the opportunities this provides. Senior EPs confirm they're content with maintaining the model as it works well.

The programme timetable demonstrates how the programme is structured. There's a balance of theory and practice learning opportunities over 53 weeks with a three-week practice period that supports preparation for the integrated apprenticeship end point assessment.

Documentary evidence confirms a range of learning and teaching strategies are used. This includes lectures, seminars, tutorials, online learning, simulated skills development and guided, self-directed independent study and practice learning.

- 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 details how technology-enhanced and simulated learning are utilised. The programme team tell us about a flexible blended learning approach across the curriculum that's a mix of face-to-face and online activities. Delivery is dependent on the sensitivity of the topics being discussed, academic staff who deliver each module are able to agree the most appropriate method. Students tell us that they appreciate this flexible approach and that the balance of online and face-to-face learning supports learning.

Students access all teaching and learning resources for each module through the Moodle online platform. A range of mobile apps are used to support student engagement for example the game-based learning tool Kahoot is used in the programme induction week to present questions and activities. This approach encourages initial engagement. Padlet boards are used in the empowering populations to enhance health and wellbeing module for students to consolidate learning and share ideas and good practice.

The programme lead tells us how students are supported to develop DN practice leadership and communication skills in for example a simulated strategy meeting. Facilitating a safe supportive environment approach builds confidence. These allow students to practise leadership and communication skills in a safe, supportive environment. The programme lead is working with an MMU computer assisted virtual environment facilitator to further develop a wider range of contemporary DN specific simulation activities.

Documentary evidence, the programme team and students tell us about how they're using virtual communities to simulate home and clinic environments that can be adapted for different scenarios and environments. Students tell us they enjoy the opportunity to learn in a safe simulated environment. Students confirm that skills learnt provide confidence to expand and develop these further in

practice. The programme team tell us they're working with social work colleagues to develop scenarios that enhance collaborative working across health and social care. The focus of this work will specifically consider problems that impact on PUSCs in the context of social work and SPQ DN practice and encourage an inclusive approach to practice. The programme should consider how they'll monitor and evaluate the ongoing technology and simulation developments. (Recommendation three)

Students tell us how learning in the MMU simulation skills facilities support the development of the clinical assessment and consultation skills they'll need to know in preparation to undertake the V300 module.

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 proposed programme isn't delivered in Wales.

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☐   **NO** ☒

20 non-academic credits are applied directly to SPQ DN practice learning. These are in addition to 120 academic credits. There's a potential safety concern that students can successfully achieve 120 credits without successfully completing the SPQ programme in its entirety. The practice learning credits must be removed and replaced as a pass/fail component. (Condition four)

Reference to the V300 fall back award for students who successfully meet the V300 programme requirements but don't achieve the requirements of the SPQ DN

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award must be removed from all programme documentation and marketing materials. (Condition six)

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** ☒

There's no clear evidence of a strategy that demonstrates how PUSCs are involved, prepared and supported to fully engage in the programme.

Condition two: Provide an implementation plan that details how MMU and EPs work in partnership to ensure PUSCs are involved, prepared and supported to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. (SFNME R1.12, R2.7, R5.14; SPRP R2.1)

20 non-academic credits are applied directly to SPQ DN practice learning. These are in addition to 120 academic credits. There's a potential safety concern that students can successfully achieve 120 credits without successfully completing the SPQ programme in its entirety. The practice learning credits must be removed and replaced as a pass/fail component.

Condition four: Remove the non-academic credits applied to practice learning and amend to pass/fail. This must be evidenced in programme documentation including student and practice assessor and practice supervisor facing documentation. (SFMNE R1.1, R5.15; SPRP R2.1)

Reference to the V300 fall back award for students who successfully meet the V300 programme requirements but don't achieve the requirements of the SPQ DN award must be removed from all programme documentation and marketing materials.

Condition six: Make it explicit in relevant documentation and marketing materials that if independent/supplementary prescribing (V300) is successfully passed, but the award/SPQ DN qualification is failed students won't receive either qualification. (SFNME R2.1; SPRP R2.1) (NMC and university condition)

Date: 6 December 2023

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

Condition two: Revised programme documentation and lived experience network presentation plan evidence how EPs and the programme team work with the PUSC lived experience network to ensure their involvement in the programme. There's assurance that PUSC involvement in the recruitment and selection process, delivery and assessment in specific modules is clearly detailed. Their involvement in practice learning and assessment is evidenced in the PAD and detailed in student and practice assessor and practice supervisor facing documentation. Formative assessment reflection focuses on how students interact with PUSCs in practice.

PUSC feedback informs the final assessment of practice. PUSC feedback results are shared at all DN practice huddles in practice learning environments. EP DN practice educators evaluate practice at the end of the programme and analyse the results of PUSC feedback across all practice learning environments. This information is thematically analysed and shared with all stakeholders including a community advocate forum to ensure the sharing of best practice and to identify areas for future improvement across the GM region.

Condition two is met.

Evidence:
Revised, DN specialist practice handbook, 2024
Revised, DN programme handbook, 2024
Revised, DN practice assessor and practice supervisor handbook, 2024
Revised, DN PAD, 2024
PUSC lived experience network, presentation plan, undated

Condition four: The 20 non-academic credits applied to the practice module specialist practice of district nursing practice are removed from all revised programme documentation including the programme and module specifications.

Condition four is met.

Evidence:
Revised, DN specialist practice handbook, 2024
Revised, DN programme handbook, 2024
Revised, DN practice assessor and practice supervisor handbook, 2024
Revised, DN programme specification, 2024-2025, undated
Revised, DN approval in principle, 13 December 2023
Revised, specialist practice of DN module specification, 2024-2025, undated

Condition six: Revised programme documentation confirm that there's no fall back V300 award.

Condition six is met.

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Evidence:
Revised, DN specialist practice handbook, 2024
Revised, DN programme handbook, 2024
Revised, practice assessor and practice supervisor handbook, 2024
Revised, DN programme specification, 2024-25, undated
Revised, district nursing approval in principle document, 13 December 2023

Date condition(s) met: 16 February 2024

Revised outcome after condition(s) met: 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

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nursing associate education.

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 confirms effective arrangements and
governance for practice learning for students undertaking the programme. MMU
are required to meet the apprenticeship requirements of the institute for
apprenticeships and technical education (IfATE). The MMU apprenticeship senior
and operational team tell us how the skills coach role complements and works in
partnership with practice assessors, practice supervisors and practice education
leads to address any student concerns or issues that impact on practice learning.

Governance is assured through effective strategic and operational partnership
working. The GM strategic and operational partnerships evidence robust
processes that ensure practice learning governance and compliance with the
SSSA.

There's documentary evidence that the programme team and EPs manage the
recruitment and selection process effectively. Students tell us that they're required
to submit a separate V300 application. Programme documentation and the visit
confirms the approved V300 governance process is applied to the programme.

MMU propose an apprenticeship route only, the programme can't be offered to
self-employed or self-funded applicants. The programme team are aware that a
major modification process is required should MMU propose future non-
apprenticeship SPQ routes.

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

MET ☒   **NOT MET** ☐

R3.2 is met. Documentary evidence, the programme team and EPs confirm that processes are in place to ensure that students work in partnership with MMU and EPs to arrange supervision and assessment and confirm as part of the EP commitment and declaration that practice learning environments meet the SSSA. This includes the requirement for protected learning time. Systems are in place to ensure there's practice assessor and practice supervisor capacity to support students in practice learning environments.

Practice assessors and practice supervisors are required to have the SPQ DN qualification and experience of working in the same field of practice as students. There are communication processes in place between V300 and SPQ practice assessors who don't have the V300 qualification.

Students receive information from the programme team that details programme induction. Student facing programme documentation details the practice learning roles and responsibilities of practice assessors, practice supervisors, practice education leads, the apprenticeship skills coach and academic assessors in practice learning. Students confirm they're made aware of their own responsibilities for learning.

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** ☐

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R3.3 is met. EPs and MMU work in line with the GM approach that ensures there's practice learning capacity to ensure practice learning opportunities that support students to develop, progress and meet the SPCNSPQ. Practice learning environment educational audits monitor the suitability of practice learning and include opportunities that are available to students.

The programme structure ensures practice learning is consistent across the duration of the programme and is recorded in the PAD. The PAD is the framework for practice learning. Student self-assessment is used to review and monitor progression towards achievement of the programme outcomes and the SPCNSPQ. Practice supervisors support and facilitate practice learning opportunities. Students access a range of health and social care services, prescribing learning exposes them to a variety of prescribing learning opportunities with pharmacists, general practitioners and advanced clinical practitioners. Students tell us they enjoy learning in different settings and the opportunities to learn with other professions and specialities. The programme team should consider how they can facilitate more opportunities for IPL experiences across theory and practice learning. (Recommendation two)

There's a tripartite arrangement where practice assessors, practice supervisors and students meet on two occasions to formatively review progression towards achievement of the SPSCNSPQ. Progress is recorded in the PAD. If there's any concerns about progression action plans are developed and there's agreement about how progress is monitored. The skills coach attends these meetings. Information recorded in the PAD is uploaded into an e-portfolio that securely saves all student documents on the online platform Smart Assessor. This system ensures that there's an ongoing record of student progression and achievement.

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

    MET ☐   **NOT MET** ☐   **N/A** ☒

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

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

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

    YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R3.5 is met. Documentary evidence and the programme team confirm that students who disclose additional learning needs at either the recruitment stage or on commencement of the programme are offered an assessment of their needs. The assessment ensures that individual support and reasonable adjustments are recorded and addressed. Reasonable adjustments are identified in a personal learning plan (the plan). Academic assessors meet directly with students to discuss the plan and to ensure agreed reasonable adjustments are in place for theory and practice learning. The programme team tell us this is to ensure students are best supported with the opportunity to achieve the SPCNSPQ. Students are encouraged to share plans with practice assessors and practice supervisors to ensure reasonable adjustments are facilitated to support practice learning. This is considered at practice tripartite meetings. The plans are shared with module leads to ensure consistency of student support across the programme.

Students tell us programme documentation clearly details how to access MMU student services including support for additional learning needs.

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 is met. The programme timetable demonstrates how students' progress through the programme. Progression is recorded in the PAD; students reflect on their individual progress and undertake a series of self-assessments. There are opportunities for formative feedback that enhances student progression. Practice assessors and practice supervisors support progression towards achievement of the SPCNSPQ at three tripartite meetings across the duration of the programme. The final tripartite to assess that programme outcomes and the SPSNSPQ are met

is undertaken by practice assessors who receives feedback from practice supervisors to inform the assessment outcome. Weekly meetings between students, practice assessors and practice supervisors during the extended period of practice at the end of the programme ensures students are supported to demonstrate overall proficiency and achieve the programme learning outcomes.

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:** 6 December 2023
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☒   **NOT MET** ☐   N/A

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure student support, supervision, learning and assessment complies with the NMC *Standards framework for nursing and midwifery education*   R4.2 liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment   R4.3 ensure practice supervision, the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment*   R4.4 ensure practice supervisors:

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

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

R4.5 ensure practice and academic assessors:

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

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

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

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

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

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

R4.7.2 SCPHN public health nurse,

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

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

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

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

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

R4.9.2 SCPHN public health nurse practice,

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

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

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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 assurance the SSSA is comprehensively embedded across GM. Senior and operational EPs tell us how they support practice learning and how their processes ensure the quality and safety of practice learning. Students are allocated to practice assessors and practice supervisors who have a SPQ DN annotated qualification and who've appropriate experience in the community nursing DN field of practice. EPs confirm the availability of practice assessors and practice supervisors. The programme team and EPs tell us there are resources in place to support practice assessors and practice supervisors to meet the SSSA. This is reflected in the proposed programme. This approach ensures MMU work in partnership with EPs who provide practice learning environments for other local AEIs. Regional practice learning environment educational audit is undertaken on a three-year basis to review and monitor the quality and safety of practice learning, providing a consistent approach across all practice learning environments. Senior EPs tell us about the GM workforce committee who are responsible for ensuring projected workforce targets are met and for monitoring the systems that ensure the availability of practice learning environments. They tell us they're committed to support learning that ensures the safety and wellbeing of students across the region. The GM practice education centre of excellence are responsible for ensuring practice learning governance across GM. They review policies and processes and how innovations can improve practice education.

The programme team and EPs tell us there are resources in place to support practice assessors and practice supervisors to meet the SSSA. Preparation for the roles is required as part of the GMPEG who've responsibility for ensuring compliance with the SSSA. Practice assessors and practice supervisors confirm

they undertake EDI training as part of mandatory training. Documentary evidence and practice assessors and practice supervisors confirm additional DN specific preparation is delivered by the programme team, providing an enhanced understanding of SPQ DN practice learning. Practice educators act as a nominated person in practice and support students if they've any concerns or if there are any concerns about students. Practice educators confirm the support they provide and tell us about their commitment to support students in practice learning environments. Apprenticeship skills coaches are MMU employed registered nurses who support the apprenticeship element of the programme.

Students are assigned to an identified academic assessor who's part of the programme team and who has appropriate experience to support students in the DN field of community nursing practice. Senior department leads tell us they've responsibility within the appraisal process to ensure that academic assessors are prepared for the role. There's assurance that there's academic resources in place, the head of department tells us there's a new appointment to the SPQ DN team who's a qualified SPQ DN.

Documentary evidence and the visit confirms there's effective processes in place at MMU to address any fitness to practise concerns. EPs and the programme team are clear that as an NMC registrant, students are responsible for their professional behaviour. There's assurance that EPs have processes in place as detailed in student facing documentation. The programme team tell us this is discussed with students at induction to the programme. Students tell us they're made aware of this at induction and confirm this is detailed in programme 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 provides assurance that MMU and the programme team, work with other AEIs in GM to ensure compliance with the SSSA. The programme team tell us that potential SPQ DN practice assessors and practice supervisors must complete an employer self-declaration to confirm they meet NMC requirements to undertake the supervision and assessment of students. It's the responsibility of EPs to confirm this when they allocate the roles. EPs confirm that they monitor engagement with preparation. This is evidenced as part of the practice learning environment educational audit process. EPs must complete a declaration that applicants to the programme have appropriately qualified and prepared practice assessors and practice supervisors in place.

The programme team tell us about the importance of meeting and engaging with practice assessors and practice supervisors. This supports the development of partnership working and ensures that additional preparation for the SPQ DN role is specific to the programme. The senior department team confirm the process to ensure academic assessors are prepared for their role through annual mandatory training and undertaking research activities. The programme team tell us about their external roles working regionally and nationally with academic and specialist DN clinicians. They confirm they're fully supported by the senior department team to access education and training that enhances 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 on application to the programme EPs must declare that the allocation of SPQ DN practice assessors and practice supervisors is agreed. 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 PAD. The final assessment of practice is confirmed by practice assessors and agreed by academic assessors. Completion of practice and academic assessments are recorded in the e-portfolio.

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** ☐

R4.4.1 is not met. Senior EPs tell us practice supervisors complete a period of preceptorship and are prepared for the practice supervision role. This information isn't evidenced in the documentation and the programme team don't appear to be clear about this requirement for practice supervisors. (Condition five)

- 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** ☐

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- 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** ☐

R4.5.1 is not met. Senior EPs tell us practice assessors complete a period of preceptorship and are prepared for the practice assessment role. It's not clear how academic assessors are supported to undertake a period of preceptorship. This information isn't evidenced in the documentation and the programme team don't appear to be clear about this requirement for practice assessors and academic assessors. (Condition five)

- 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 there's an effective process in place that ensures students are allocated to a practice assessor who's an experienced SPQ DN. EPs tell us it's their responsibility to allocate practice assessors before a student commences on the programme. Practice assessors tell us that they must complete a self-declaration to confirm that they've undertaken preparation and that they meet the requirements to undertake the practice assessment role. EPs must complete a declaration of support for an applicant to undertake the programme. The process includes the identification of suitably prepared practice assessors with an SPQ DN qualification.

- 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

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need to evidence why it was necessary for the practice supervisor and
practice assessor roles to be carried out by the same person (R4.6.1)

MET ☒ **NOT MET** ☐

R4.6.1 is met. Documentary evidence confirms guidelines and process to assign
each student to a practice assessor who meets the requirements to support SPQ
DN students. The application process, EPs and the programme team confirm this.
EPs describe robust workforce planning arrangements to support applications.
There's a plan for the management in exceptional circumstances if the same
person fulfils the role of practice supervisor and practice assessor. The
programme team tell us this is identified at the point of application and monitored
by the academic assessor. The process for managing an exceptional circumstance
is clearly detailed. Students are informed of the process.

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

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

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

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☐ **NO** ☐ **N/A** ☒

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

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

R4.8 is not met. There's evidence of one standalone mapping tool document that maps the SPCNSPQ to the Queens Nursing Institute (QNI) domains, the IfATE duties and the IfATE knowledge, skills and behaviours. There's no evidence of how students can apply learning to and are assessed against the SPCNSPQ in programme documentation. The programme team tell us the mapping document is available for students on commencement of the programme. The PAD refers to the SPCNSPQ with a link to the NMC website. There's insufficient evidence to be assured that students, practice assessors and practice supervisors are able to map student learning and assessment to the SPCNSPQ. The PAD and programme documentation is focused on the requirements of the IfATE. The programme team must provide clear visibility of the SPCNSPQ in all programme documents. Students must evidence in the PAD how they meet this NMC requirement. (Condition three)

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

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

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse practice (R4.9.2)

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☐ **NO** ☒ **N/A** ☐

R4.9.3 is not met. There's evidence of one standalone mapping tool document that maps the SPCNSPQ to the QNI domains, the IfATE duties and the IfATE knowledge, skills and behaviours. There's no evidence of how students can apply learning to and are assessed against the SPCNSPQ in programme documentation. The programme team tell us the mapping document is made available for students on commencement of the programme. The PAD refers to the SPCNSPQ with a link to the NMC website. There's insufficient evidence to be assured that students, practice assessors and practice supervisors are able to map student learning and assessment to the SPCNSPQ. The PAD and programme documentation is focused on the requirements of the IfATE. The

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programme team must provide clear visibility of the SPCNSPQ in all programme documents. Students must evidence in the PAD how they meet this NMC requirement. (Condition three)

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

  YES ☐   **NO** ☐   **N/A** ☒

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

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

YES ☐   **NO** ☒

There's no evidence that demonstrates how students, practice assessors and practice supervisors have visibility of or can apply learning to and be assessed against the SPCNSPQ. (Condition three)

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

YES ☐   **NO** ☒

There's no evidence that demonstrates how students, practice assessors and practice supervisors have visibility of or can apply learning to and be assessed against the SPCNSPQ. (Condition three)

There's no documentary evidence that confirms the requirement for practice assessors, practice supervisors and academic assessors to undertake a period of preceptorship. (Condition five)

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

There's no evidence that demonstrates how students, practice assessors and practice supervisors have visibility of or can apply learning to and be assessed against the SPCNSPQ.

Condition three: Provide student and practice assessor and practice supervisor facing programme documentation that demonstrates visibility and direct mapping of the SPCNSPQ to theory and practice learning. The PAD must explicitly include recorded evidence of progression towards and achievement of the SPCNSPQ. (SFNME R2.2, R2.12; SSSA R3.3, R4.9; SPRP R4.8, R4.9.3)

There's no documentary evidence that confirms the requirement for practice assessors, practice supervisors and academic assessors to undertake a period of preceptorship.

Condition five: Provide programme documentation that clearly evidences how MMU and EPs work collaboratively to ensure an appropriate period of preceptorship to support practice assessor, practice supervisor and academic assessors roles. (SSSA R6.7; SPRP R4.4.1, R4.5.1)

Date: 6 December 2023

Post event review

Identify how the condition(s) is met:

Condition three: Revised student and practice assessor and practice supervisor programme documentation clearly evidences that students must meet the SPCNSPQ. The revised PAD is clearly mapped to the SPCNSPQ and provides evidence that student progression towards and achievement of the SPCNSPQ is assured.

Condition three is met.

Evidence:
Revised, DN specialist practice handbook, 2024
Revised, DN programme handbook, 2024
Revised, DN practice assessor and practice supervisor handbook, 2024
Revised, DN PAD, 2024

Condition five: Revised programme documentation including practice assessor and practice supervisor facing documentation clearly evidences how MMU and EPs work collaboratively to ensure an appropriate period of preceptorship. At the recruitment and selection stage there's a requirement for written confirmation that practice assessors, practice supervisors and academic assessors declare that they have completed a period of preceptorship. They also declare this in the PAD. There's evidence of continued collaborative working with the programme team, practice assessors and practice supervisors to ensure regular programme updates throughout the duration of the programme.

Condition five is met.

Evidence:
Revised, DN practice assessor and practice supervisor handbook, 2024
Revised, DN PAD, 2024
Revised, practice assessor/practice supervisor, self-declaration form, undated
Academic assessor, self-declaration form, undated
Practice assessor and practice supervisor, PowerPoint, welcome session, undated

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Practice assessor and practice supervisor, update meeting dates, undated Student programme evaluation survey, undated
Date condition(s) met: 16 February 2024
Revised outcome after condition(s) met: **MET** ☒   **NOT MET** ☐

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must: R5.1 ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters' level R5.2 inform the student that the SCPHN award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered R5.3 inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration R5.4 inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme. If they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber, and R5.5 inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice. *Standards framework for nursing and midwifery education, specifically R2.12, R2.21*
Findings against the standards and requirements
Evidence provides assurance that the following QA approval criteria are met: • The programme award to be approved is clearly identified in all programme documentation and is a minimum of a postgraduate masters' level (R5.1)   **YES** ☒   **NO** ☐

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

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☐ **NO** ☐ **N/A** ☒

There's no fall back award with a 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** ☐

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Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 6 December 2023		
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** ☐

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s)	☒	☐
Module descriptors	☒	☐
Student facing documentation including programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for community nursing specialist practice qualifications*	☐	☒
Mapping document providing evidence of how the education institution has met the *Standards framework for*	☒	☐

nursing and midwifery education (NMC 2018, updated 2023) (Gateway 1)		
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for post-registration education programmes* (NMC 2022, updated 2023) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☐	☒
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐

If you stated no above, please provide the reason and mitigation: MMU only present an apprenticeship route for approval. Condition three is set to ensure the PAD is mapped to the SPCNSPQ.
List additional documentation: Post visit documentation: EP signed commitment statement, NCA, undated PUSC lived experience network, presentation plan, undated Revised, community nurse SPQ DN specialist practice handbook, 2024 Revised, DN programme handbook, 2024 Revised, DN practice assessor and practice supervisor handbook, 2024 Revised, DN PAD, 2024 Revised, DN programme specification, 2024-2025 Revised, DN approval in principle, 13 December 2023 Revised, specialist practice of district nursing module specification, 2024-2025, undated Revised, practice assessor/practice supervisor, self-declaration form, undated Academic assessor, self-declaration form, undated Practice assessor and practice supervisor, PowerPoint, welcome session, undated Practice assessor and practice supervisor, update meeting dates, undated Student programme evaluation survey, undated SPQ DN response to approval conditions, undated

MMU panel chair approval report. Signed confirmation that the university condition is met, 5 February 2024		
Additional comments: A condition is applied as there's no written statement of commitment from the NCA. All other proposed EP written statements of commitment are in place.		

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 DN, year one, x three SPQ DN, alumni, 2022/2023 graduates, x three		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation: MMU only present an apprenticeship route for approval.		
Additional comments: A condition is applied as there's no written statement of commitment from the NCA. All other proposed EP written statements of commitment are in place.		

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		

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System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: Care Quality Commission (CQC) quality report, Cheadle Royal Hospital - Affinity Healthcare Limited, 26 May 2023 CQC quality report, Eleanor - Eleanor EHC Limited, 6 October 2023 CQC quality report, GM Mental Health NHS Foundation Trust, 21 July 2023 CQC quality report, Priory Wellbeing Centre – Manchester - Priory Healthcare Limited, 7 October 2022 CQC quality report, Royal Bolton Hospital - Bolton NHS Foundation Trust, 3 March 2023 CQC quality report, St James's University Hospital – Leeds Teaching Hospitals NHS Trust, 16 August 2023 CQC quality report, Tameside and Glossop Integrated Care NHS Foundation Trust, 4 July 2019 CQC quality report, The Christie NHS Foundation Trust, 12 May 2023 CQC quality report, Manchester University NHS Foundation Trust, 19 March 2019		
If you stated no above, please provide the reason and mitigation: MMU is an established AEI, practice and resources visits aren't needed.		
Additional comments: None identified.		

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