

Programme approval report

Section one

Programme provider name:	The Robert Gordon University
Programmes reviewed:	<p>Specialist practice qualification:</p> <p>Community children’s nursing <input checked="" type="checkbox"/></p> <p>Community children’s nursing with integrated independent and supplementary prescribing (V300) <input checked="" type="checkbox"/></p> <p>Community learning disabilities nursing <input type="checkbox"/></p> <p>Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Community mental health nursing <input type="checkbox"/></p> <p>Community mental health nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>District nursing <input type="checkbox"/></p> <p>District nursing with integrated independent and supplementary prescribing (V300) <input checked="" type="checkbox"/></p> <p>General practice nursing <input type="checkbox"/></p> <p>General practice nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Health and social care nursing <input type="checkbox"/></p> <p>Health and social care nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p>

	<p>Community nurse specialist practice (NMC 2022) apprenticeship:</p> <p>Community children's nursing apprenticeship <input type="checkbox"/></p> <p>Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Community learning disabilities nursing apprenticeship <input type="checkbox"/></p> <p>Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Community mental health nursing apprenticeship <input type="checkbox"/></p> <p>Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>District nursing apprenticeship <input type="checkbox"/></p> <p>District nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>General practice nursing apprenticeship <input type="checkbox"/></p> <p>General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Health and social care nursing apprenticeship <input type="checkbox"/></p> <p>Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p>
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<p>Title of programme(s):</p>	<p>PgDip Advanced Practice (Community Children's Nursing)</p> <p>PgDip Advanced Practice (District Nursing)</p> <p>MSc Advanced Practice (Community Children's Nursing)</p> <p>MSc Advanced Practice (District Nursing)</p>
<p>Academic levels:</p>	
<p>SPQ Community children's nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input checked="" type="checkbox"/> Level 11</p>
<p>SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input checked="" type="checkbox"/> Level 11</p>
<p>SPQ Community learning disabilities nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community mental health nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>

SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ District nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input checked="" type="checkbox"/> Level 11
SPQ General practice nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Health and social care nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community children's nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF

	<input type="checkbox"/> Level 11
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community learning disabilities nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community mental health nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ District nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ General practice nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7

	<p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Health and social care nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>Date of approval visit:</p>	<p>29 May 2024</p>
<p>Programme start date:</p>	
<p>SPQ Community children's nursing</p>	<p>9 September 2024</p>
<p>SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)</p>	<p>9 September 2024</p>
<p>SPQ Community learning disabilities nursing</p>	
<p>SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)</p>	
<p>SPQ Community mental health nursing</p>	
<p>SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)</p>	
<p>SPQ District nursing</p>	<p>9 September 2024</p>
<p>SPQ District nursing with integrated independent and supplementary prescribing (V300)</p>	<p>9 September 2024</p>
<p>SPQ General practice nursing</p>	
<p>SPQ General practice nursing with integrated independent and supplementary prescribing (V300)</p>	

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	
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: Rosemary Court Lay Visitor: Jayne Walters

Section two

Summary of review and findings

The Robert Gordon University (RGU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI) and an established provider of pre-registration and post-registration NMC programmes including community nursing specialist practice qualification (SPQ) in district nursing (DN). The school of nursing, midwifery and paramedic practice (the school) present for approval a SPQ programme with two routes. A new route in community children's nursing (CCN) and a SPQ DN route. The DN route is offered with the integrated independent and supplementary nurse prescribing (V300) award. The CCN route offers the option for students to undertake the V300 or they can undertake the route without the V300 award. The CCN V300 option is dependent on practice learning partner (PLP) requirements. Both routes anticipate 15 to 20 students.

The proposed programme is offered at Scottish credit and qualifications framework (SCQF) academic level 11, students exit the programme with either a 120-credit postgraduate diploma (PgDip) or a 180-credit Master of science (MSc) award. The programme is offered on a part-time basis; the PgDip over two years, the MSc over three years. On successful completion of the programme students record the SPQ award and for those students undertaking the integrated V300 route, the V300 award. Students undertaking the MSc route undertake a final dissertation. Students enrolled on the MSc who don't meet the requirements of the final dissertation and who successfully meet and evidence that they meet the Standards for proficiency for community nursing SPQs (SPCNSPQ) (NMC, 2022) exit the programme with the PgDip fall back exit award in their relevant field of community nursing practice. Students undertaking the MSc route must demonstrate that they continue to meet the requirements of the SPCNSPQ at the point of successful completion of the MSc programme.

The programme is delivered online.

The programme is developed to meet the SPCNSPQ, the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023) and the Standards for prescribing programmes (SPP) (NMC 2018, updated 2023).

There's mapping of the programme and module learning outcomes to the SPRP and the SPCNSPQ, these are contextualised to the fields of CCN and DN practice. The practice assessment document (PAD) is an adapted version of the approved Association of District Nurse Educators (ADNE) and is contextualised to the proposed programme and a context document provides further guidance related to the expectations in practice learning environments.

There's evidence of established and effective relationships between the RGU and stakeholders. Programme co-production between the RGU, PLPs, practice

supervisors, practice assessors, students and people who use services and carers (PUSCs) is evident. The development of the SPQ CCN route includes a review through the CCN stakeholder group who agree a V300 option for those PLPs who require this in line with service requirements. It's agreed that this isn't required by all PLPs. The development and contextualisation of the PAD are informed by the Scottish post-registration community educators' network, this co-production is confirmed by stakeholders. The development and preparation for practice supervisors, practice assessors and academic assessors is supported by the NHS Education for Scotland (NES) national framework for practice supervisors, practice assessors and academic assessors in Scotland. This ensures that there's a national framework partnership approach and that processes are in place to support implementation of the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023).

There's evidence of partnership working between the RGU and PLPs to manage and mitigate any risks to the quality and safety of student practice learning. The RGU is aligned to the NES quality management of the practice learning environment (QMPLE) database that ensures a consistent approach to monitoring the quality of learning through mechanisms including student feedback, educational audit and action planning.

Robust arrangements are in place at operational and strategic levels to monitor and address any issues or concerns in academic and practice learning environments. This includes reviewing Health Improvement Scotland (HIS) reporting. There's evidence that PLPs work in partnership with the RGU to ensure a safe and effective learning environment for students. The RGU have effective governance processes in place to manage concerns through the development of action plans in response to any practice learning concerns. There's evidence of processes in place to ensure that PLPs supporting non-NHS, self-funded or self-employed applicants meet the requirements of the NES QMPLE educational audit.

The RGU have an equality, diversity and inclusion (EDI) policy in place. EDI data is collected using the RGU's 'insight' electronic programme. Differential attainment is considered as part of the annual programme appraisal reporting process. Actions relating to EDI are recorded in programme enhancement plans.

The visit is undertaken by remote means.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) isn't met at programme level as conditions apply. The SSSA is met at programme level.

The programme is recommended to the NMC for approval subject to two NMC conditions. One NMC and one university recommendation are made.

Updated 16 July 2024:

The RGU provide evidence to meet the two NMC conditions.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>Condition one: Provide two clearly differentiated SPQ DN PADs which provide clarity for students, practice supervisors and practice assessors and are effective in assessing the SPCNSPQ. (SPRP R4.8, R4.9.3)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: Provide a documented resource strategy to evidence that suitably qualified and appropriately experienced staff will be in place for the delivery of the CCN route of the SPQ programme. (SFNME R2.19; SPRP R2.1.2)</p>

Date condition(s) to be met:	5 July 2024
Recommendations to enhance the programme delivery:	<p>Recommendation one: Consider enhancing stakeholder understanding of indirect supervision to support CCN student learning and achievement in practice. (SSSA R2.1; SPRP R1.5, R3.2, R4.1)</p> <p>Recommendation two: Consider extending the competencies detailed within the programme documentation to include explicit reference to risk adversity and risk appetite to enable the student to demonstrate their awareness and achievement in supporting person centred care. (University recommendation)</p>
Focused areas for future monitoring:	CCN academic resourcing.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>Two PADs provide evidence of the differentiation between both DN routes. Condition one is met.</p> <p>A CCN resource mapping document details evidence of the appropriateness of academic CCN resources. Signed confirmation by the dean of the school confirms that resourcing is reviewed to ensure academic resourcing meets the requirements of future programme demand. Condition two is met.</p>	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	3 July 2024

Section three

NMC Programme standards
<p>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)</p>

Partnerships
<p>The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC 2018, updated 2023)</p> <p>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</p> <p>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</p>

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and the visit confirm established relationships and effective partnership working at strategic and operational levels. The primary care operational post-registration management group and the course/programme management team meetings provide a forum for the RGU practice learning committee and PLPs to review programme theory and practice delivery. This collaborative process ensures that there are opportunities to support ongoing programme development and the maintenance of the quality assurance of practice learning environments. There's evidence that the school engages with PLPs through the practice learning committee that facilitates collaborative working between practice education facilitators and practice education lecturers to ensure there's support and monitoring of the quality of student practice learning experiences.

There's evidence of stakeholder involvement in the co-production, design, development, recruitment and selection, delivery and evaluation of the programme. PLPs, practice supervisors, practice assessors, PUSCs and students

tell us about their involvement at stakeholder programme development and design engagement events. All stakeholders tell us that their contributions are reflected in the proposed programme including the opportunity for two DN optional routes and the inclusion of a pathophysiology module to support the need for further advanced clinical skills for DN students who already have extensive clinical experience working in community nursing practice. Students with no or less experience working in community nursing settings undertake two practice modules to ensure that they're supported to achieve the SPCNSPQ.

PLPs tell us about the importance of how their views are represented in the content of the new CCN route. They tell us about the need to ensure that the CCN route reflects contemporary CCN practice and describe the importance of preparing students to understand medical advancements, develop the skills and knowledge to deliver complex co-ordinated care and lead service improvement. PLPs tell us about their involvement as part of the Scottish post-registration community educators' network in consultation about the development of the SPQ PAD. The network agreed that PADs across Scotland should be contextualised to each AEI's SPQ programme. PLPs tell us that it's easier to use this approach and that the new PAD is less time-consuming than the current PAD. They tell us that their feedback has informed the contextualisation of the PAD to the programme.

Documentary evidence and the visit confirm that the RGU and PLPs work collaboratively in response to any practice learning environment concerns that impact on the quality and safety of students and the public. The senior school team and PLPs confirm that there are robust governance processes in place in PLPs to ensure practice learning safety and that the SFNME, SSSA and SPRP are maintained. Documentary evidence describes how the quality of practice learning environments is assured through the national approach to educational audit. The NES QMPLE database is the mechanism for ensuring that SSSA and SFNME requirements are met. PLPs tell us that they've a good working relationship with the RGU. Practice supervisors and practice assessors tell us that any concerns raised with the programme team are managed efficiently. Documentary evidence confirm and the programme team, students, practice supervisors and practice assessors tell us that the process for raising concerns is clearly detailed in programme documentation and that concerns are responded to quickly.

Students and the programme team tell us about opportunities to provide ongoing feedback through module evaluations, Microsoft Office questionnaires and the discussion software tool Mentimeter. Students tell us that there's a student representative system and that student voice and staff student liaison committee meetings provide opportunities for feedback. The programme team tell us about connect and reflect weeks that take place in each semester that allow students to feedback about their learning experience. Students tell us that communication between the RGU, practice supervisors, practice assessors and academic assessors is excellent and that they feel well supported and secure in practice learning environments and at the RGU. The programme team tell us about the support systems available to students. These include student services, disability

support, academic advisors, formative assessments, information technology support and library services. Students commend the RGU on the level of support and resources that are available to them. They tell us that the support provided by the RGU study skills service is good and that face to face and online drop-in sessions are available. One student representative is very complimentary about the high level of support offered when at the RGU when English isn't a first language.

PLPs and the programme team tell us that a range of mechanisms are in place to listen to and respond to student practice learning feedback, students confirm that these are available to them. Documentary evidence and the visit confirm that students can provide practice learning experience feedback through QMPLE. They confirm that they're given time in practice to complete the QMPLE student practice learning environment feedback. Students tell us that the practice review meetings are beneficial for facilitating collaborative discussion and feedback. They confirm that they feel listened to and that practice learning feedback is acted upon. PLPs tell us that student feedback that's provided in QMPLE is shared with practice learning environments and is reviewed biannually.

Documentary evidence and the visit confirm the involvement of PUSCs in the curriculum design and in the recruitment process. PUSCs at the visit tell us that they don't want to be directly involved in the actual interviews of registered nurses they do however confirm that they're involved in developing interview questions and in reviewing personal statements to identify an applicant's caring attributes. The programme team tell us that they're actively working to promote PUSC involvement in the CCN recruitment and selection process. They describe how they'll include involving parents of sick children to develop interview questions and use simulated family scenarios from the virtual community of 'Robdon simulated family' that's accessed on the RGU virtual learning environment (VLE) Moodle site. PUSCs tell us about their engagement in the co-production of the programme and that they're responsive to explore further opportunities to be further involved in the programme. They tell us that they share their lived experience with students and participate in simulated learning and teaching opportunities including being a volunteer patient. They confirm that the programme team actively ask for and listen to their feedback. Students confirm that PUSCs provide feedback in the PAD and when acting as volunteer patients. PUSCs confirm that they provide feedback on student performance.

They tell us about how they're prepared to work with the programme team and students. There's evidence of and PUSCs confirm that they undertake a preparation programme, including EDI training that they're required to complete before any involvement with students. PUSCs tell us that they feel valued and supported by the RGU and that they feel their voices are heard. The programme team tell us that PUSC feedback informs the annual programme appraisal and associated action and enhancement plan.

Documentary evidence from the CCN working group demonstrates engagement with children and young people in a primary school and in academy schools across the Grampian region. Questionnaires are used to obtain the views of children and young people about what CCNs need to learn and what qualities they want to see in a CCN. The programme team tell us about links with the kindred advocacy service who support the parents of children with complex care needs and how they're engaging with parents to support ongoing programme co-production. The programme team tell us that they're working with the wider school to ensure consideration of strategies to facilitate greater involvement of children, young people and families within the programme development and delivery that conform to ethical principles.

Documentary evidence and the visit confirm that RGU work in partnership with PLPs across the recruitment and selection process and that this is undertaken to ensure recruitment meets workforce requirements. The selection process requires an interview with PLPs and a further interview by the programme team to ensure applicants meet the entry requirements to be offered a place on the programme. PLPs and the programme team confirm that they receive EDI training before involvement in the recruitment and selection process.

Documentary evidence confirms and PLPs, the senior school team and the programme team tell us that there are effective communication processes in place if any issues or concerns are identified through HIS reporting. There's confirmation that action plans are developed, reviewed and monitored to mitigate any risks to student learning. Identified concerns in practice are escalated and communicated to the lead for practice learning. The programme team and PLPs tell us that there's a good working relationship and that any concerns are communicated and addressed in a timely manner and that they work effectively to support students and each other.

Documentary evidence and the visit confirm that the school undertakes educational audits in partnership with PLPs to appraise the quality of practice learning environments, to ensure that students are supported and to meet the SSSA. Documentary evidence and the senior school team confirm that practice learning agreements are in place with PLPs, these outline the partnership responsibilities for practice learning. The RGU and PLPs work in collaboration to ensure that the preparation of practice supervisors, practice assessors and academic assessors for their roles and the delivery of SSSA updates are in line with the NES national framework for practice supervisors, practice assessors and academic assessors in Scotland. PLPs tell us that SSSA updates are delivered biannually.

Partnership working is reflected in review meetings between practice assessors, academic assessors and students in practice learning environments. Practice supervisors, practice assessors and students tell us that they're well supported by the programme team when reasonable adjustments in practice are needed. Documentary evidence and the visit confirm that RGU have a practice learning

support protocol in place. Practice supervisors, practice assessors and students tell us that the process for raising concerns is clear.

Documentary evidence and the visit confirm there's opportunity for interprofessional learning (IPL) throughout the programme in theory and practice. Students undertaking the V300 route share learning with a range of allied health professionals (AHPs). The programme team and students tell us about IPL opportunities in optional modules including clinical examination and history taking. Students tell us that they value shared learning with AHPs that this provides them with the experience of the different perspectives of AHPs and nurses.

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

MET **NOT MET**

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

MET **NOT MET**

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Independent/Supplementary Prescriber (V300)

Please indicate whether the V300 is a compulsory or optional element of the Specialist practice programme.

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:

6 July 2020

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

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

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

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

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

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

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

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

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

MET NOT MET

R1.5 is met. Documentary evidence confirms and the senior school team tell us that protected learning time is confirmed at the point of application to the programme. Practice learning agreements state that PLPs have responsibility for confirming the requirement to provide protected learning time for students. PLPs confirm that they support and confirm student protected learning time at the point of application to the programme. The application form clearly stipulates for both routes the requirements for online theory attendance including the requirements for the V300 programme.

Practice assessors tell us that they understand the requirements for protected learning time and that there's flexibility for students to negotiate additional study time if required in consultation with the programme team. Students tell us that learning time is protected and they confirm that study time is agreed with practice assessors and PLPs. Students and PLPs tell us that there's some variation in the allocation of protected learning time across practice learning environments

however this is assured to ensure that students have access to the protected learning time required to support their learning. Practice supervisors, practice assessors, students and academic assessors confirm that midway and final reviews ensure that there's monitoring of protected learning time. Students tell us that they feel supported in both theory and practice learning and that there's a good relationship between the RGU and PLPs.

Documentary evidence and the visit confirm that applications from non-NHS, self-funded or self-employed candidates are considered and there's a clear application process and practice learning experience flowchart. Applicants must meet all the entry requirements, all necessary arrangements must be confirmed and practice learning governance structures must be evidenced. Successful candidates are supported by the programme team and PLPs to secure a practice learning placement. These applicants have a contract that confirms the required governance structures are in place to support learning, including the provision of protected learning time.

The NES QMPLE educational audit process ensures the quality of practice learning environments. The RGU in partnership with PLPs review educational audits biennially or earlier if there are any changes to practice learning environments. The educational audit includes the maximum number of students that can be supervised and assessed and ensures that there are sufficient practice supervisors and practice assessors in place to support students in their field of community nursing practice.

Students are assigned to a personal tutor for the duration of the programme and are supported by practice supervisors, practice assessors and academic assessors in practice learning environments. PLPs tell us that they maintain records of active practice supervisors and practice assessors and are required to confirm currency as part of the educational audit process. PLPs tell us that offers are made in alignment with the availability of sufficient practice supervisors and practice assessors. The programme team and PLPs tell us that there are sufficient suitably qualified SPQ DN practice supervisors, practice assessors and academic assessors in place to support DN students.

The senior school team and PLPs tell us that there's a limited number of NMC registrants with a SPQ CCN qualification across Scotland. The RGU are currently the only AEI in Scotland to develop and propose a CCN SPQ route. They tell us that the opportunity to deliver the proposed route supports the development of increased SPQ CCNs in Scotland. The school senior team, the programme team and PLPs tell us that the limited number of SPQ CCNs across Scotland results in the need for indirect supervision of students in some practice learning environments where there's no SPQ CCN practice assessors in place.

Documentary evidence confirms and the school senior team, the programme team and PLPs tell us that there's a process in place that provides assurance that there's sufficient practice supervisors to provide relevant CCN practice learning supervision experience and that an indirect SPQ CCN practice assessor approach

supports practice assessment. The programme team tell us about how this assessment model is successfully implemented in other programmes to support the delivery of programmes in the remote areas across the RGU geographical area. The senior school team tell us that practice learning agreements with PLPs are in place and if a practice learning environment has any concerns about the model of supervision/assessment, then it wouldn't progress. PLPs and practice supervisors and practice assessors tell us about a range of strategies used to support CCN student assessment which includes recruiting SPQ CCNs through retire and return schemes. The visit demonstrates a firm commitment to the programme route and the opportunity to expand the SPQ CCN workforce. The programme team are advised to consider how they can further enhance stakeholder understanding of indirect supervision to support student learning and achievement in practice. (Recommendation one)

Documentary evidence confirms and the programme team and PLPs tell us that SSSA preparation and updates are delivered in partnership. Implementation of the SSSA is based on the NES national framework for practice supervisors, practice assessors and academic assessors in Scotland. Documentary evidence and the visit confirm that practice supervisors and practice assessors are supported through a period of preceptorship. PLPs and practice supervisors and practice assessors confirm that updates from the programme team take place biannually and are delivered face to face or online, which supports widening participation across the remote geographical areas.

Documentary evidence confirms the recognition of prior learning (RPL). All RPL applications are reviewed by the programme team to ensure accurate mapping to the learning outcomes. Applicants for example with an existing V300 qualification can RPL against that module. The programme team confirm that they work with the V300 programme lead to ensure that RPL claims are mapped against the Royal Pharmaceutical Society (RPS) competency framework for all prescribers (RPS, 2021). All RPL claims are subject to external examiner scrutiny.

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

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

N/A ☒

A SCPHN programme isn't proposed.

- Processes are in place to consider recognition of prior learning that is capable of being mapped to programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ

practice or in other specified field(s) for the community nursing SPQ in health and social care practice (R1.6.2)

YES NO N/A

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

YES NO N/A

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

YES NO N/A

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for post-registration education programmes* and *Standards of proficiency for specialist community public health nurses* will be met through the transfer of existing students onto the proposed programme.

Documentary evidence states that existing DN students won't transfer onto the proposed programme. There's evidence that they'll be supported to complete the current programme. There are no existing CCN students as this is a new proposed route.

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.

All students in the school are supervised and assessed in line with the SSSA.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 29 May 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 2: Curriculum

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

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

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

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

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

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

R2.4 state routes within the programme for:

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

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

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

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

R2.5 ensure programme learning outcomes reflect the:

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

- R2.5.2 core standards of proficiency for SCPHN that are tailored to public health nursing
- R2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice
- R2.6 set out the general and professional content necessary to meet the:
- R2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,
- R2.6.2 core standards of proficiency for SCPHN public health nurse qualification
- R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care
- R2.7 set out the content necessary to meet the programme outcomes for each intended field of:
- R2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,
- R2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care
- R2.8 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies
- R2.9 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment
- R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and
- R2.11 ensure programmes are:
- R2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award
- R2.11.2 no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes.

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

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

Findings against the standard and requirements

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

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

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

R2.1.2 is not met. Documentary evidence and the programme team tell us that there's no substantive academic members of staff who hold an SPQ CCN qualification. The programme team describe that there are academic staff with varied and extensive experience in children and young people's nursing including neonatal care and children's community care who can support students. They tell us that there are children and young people's nursing lecturers who have the V300 award and have child specific prescribing expertise to further support CCN students to contextualise prescribing to CCN practice.

The programme team and PLPs tell us that experienced CCNs may be involved in the delivery of the programme. The senior school team and the programme team tell us that the RGU are committed to developing and building CCN capacity and that they'll involve SPQ CCNs from across Scotland to help support the CCN route. While the senior school team tell us that the RGU fully support the resources required to deliver the CCN route there's no assurance of a strategy in place to evidence that suitably qualified and appropriately experienced staff will be in place for the delivery of the CCN route. (Condition two)

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

YES **NO**

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

YES **NO** **N/A**

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

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

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

nursing or in specified field(s) for community nursing SPQ in health and social care practice (R2.5.3)

YES NO N/A

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

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

MET NOT MET

R2.6.3 is met. Documentary evidence confirms that programme content meets the SPCNSPQ. Field specific modules focus on the development of the clinical and assessment skills required in the CCN and DN fields of community nursing practice. The programme team and PLPs tell us about their involvement in the development of module content to ensure the programme meets the needs that are specific to CCN and DN practice. Shared optional modules are shared across fields with opportunities for IPL with AHP students. The programme team and PLPs tell us that CCN specific modules reflect contemporary healthcare challenges and are developed in response to the population needs of children and young people. CCN students with the agreement of their employer at application to the programme undertake the V300 award or complete two 15-credit elective modules that are developed in response to stakeholder feedback. All students undertaking the DN route undertake the V300 option. PLPs, practice supervisors and practice assessors tell us that the option for those DN students who've

extensive experience of working in the community to undertake the module 'pathophysiology for advancing practice' supports workforce requirements. They undertake this module and complete one practice module. Two practice modules are undertaken by students who haven't worked in a community setting or who have less community nursing experience. PLPs confirm that this approach that's agreed at the point of application supports the advanced practice requirements for the DN field of nursing practice.

There's evidence of processes in place to ensure that students undertaking the V300 route are supported by practice supervisors and practice assessors who can contextualise V300 prescribing learning to the CCN and DN fields of community nursing practice. The programme team confirm that two members of the V300 programme team who've the V300 qualification and are experienced in prescribing for children and young people act as academic assessors for CCN students. There's a process in place that ensures that if the SPQ practice assessor isn't a V300 prescriber the V300 and SPQ programme leads work in partnership with PLPs to ensure students are assigned to an appropriate V300 practice assessor who can contextualise prescribing appropriately to a student's field of community nursing practice.

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

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

N/A

A SCPHN programme isn't proposed.

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

MET NOT MET

R2.7.2 is met. Documentary evidence confirms that the programme content is mapped to the programme outcomes for each field of practice. The programme design and delivery provide a clear progression of learning towards achievement of the SPCNSPQ. Module descriptors evidence relevant content that's contextualised through synchronous and asynchronous online learning activities.

PLPs, practice supervisors and practice assessors tell us about their involvement in programme development engagement events that have informed programme and module content. This provides assurance that the programme content and assessments reflect the CCN and DN fields of community nursing practice.

Practice supervisors inform the process that reviews learning at formative and summative assessment points and this is recorded in the PAD.

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

MET **NOT MET**

R2.8 is met. The programme structure evidences the balance of theory and practice with a period of consolidation that supports students to demonstrate learning and the achievement of the SPCNSPQ and the programme learning outcomes. The curriculum is structured to sequence theory and practice at increasing levels of complexity to ensure students build on the knowledge and skills developed across the programme. The programme team, PLPs, practice supervisors and practice assessors tell us that the programme is tailored to support individual student learning needs. Students tell us that the online delivery of the programme meets the diverse needs of all students entering the programme with differing levels of experience and that this approach supports widening participation across remote geographical areas.

Online programme delivery is supported by synchronous and asynchronous learning opportunities. Learning is facilitated by a range of online resources. Documentary evidence confirms and the programme team and students tell us about how for example weekly online synchronous clinical history learning is supported through the addition of online simulation. Students tell us about asynchronous online teaching that's accessed using the VLE Moodle site across all modules. Programme documentation, including module descriptors confirm that modules include online activities, synchronous discussions that ensure students can communicate effectively, workbooks and quizzes. Students are encouraged to engage with these activities to support 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 confirm technology enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment. The programme is delivered online through the VLE Moodle site. Students and the programme team tell us about interactive asynchronous sessions across all modules including case studies and online discussions. Students tell us that formative activities support them to feel well prepared for summative assessments.

Students tell us that a programme induction week supports and enables them to complete the online programme and that they're well prepared for online learning.

The induction includes a VLE Moodle tour, study and library skills sessions and provides them with information on how to access online library lists. The RGU 'student life' provides students with access to digital skills development packages that support digital literacy. Students confirm that there's good support for studying online. The student handbook details clear expectations for attendance and engagement with online learning. The RGU are experienced in the delivery of online learning and the programme team tell us that attendance lists are in place for all online live sessions through the RGU's integrated Microsoft Teams platform. They tell us that student engagement statistics are monitored through Moodle tracking and module leaders review engagement on a two-weekly basis. If students aren't engaging this is followed up by the programme team.

Documentary evidence confirms and the programme team tell us about virtual simulated learning opportunities. Online simulation activities and assessments are detailed in module descriptors. CCN and DN students engage with PUSCs to undertake virtual clinical history taking and clinical assessments. These are contextualised to each field of community practice. PUSCs tell us about their involvement in virtual simulated teaching and simulated objective structured clinical examinations (OSCEs) that ensure students have opportunities to learn and be assessed using authentic PUSC experiences. The programme team, PUSCs and students confirm that PUSCs provide feedback on student performance in OSCEs. Students tell us about positive experiences of how simulation enhances their learning experience. The programme team tell us about an online virtual community resource that presents scenarios to support student learning and the V300 module includes online real-life prescribing experience resources and videos that are co-produced with PUSCs.

All OSCEs are recorded to enable students to receive feedback and for external examiner review.

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

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)
YES NO N/A

The programme isn't delivered in Wales.

- Evidence to ensure programmes are of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award (R2.11.1)
YES NO
- Evidence to ensure programmes are no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes (R2.11.2)

Standard 3: Practice learning

Approved education institutions must:

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

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

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

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

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. Documentary evidence and the visit confirm that there are suitable and effective governance arrangements for practice learning in place for all students including arrangements specifically tailored to those applicants who are self-employed or self-funded. There's evidence that confirms non-NHS, self-funded or self-employed applicants are considered in a clear application process and practice learning experience flowchart. Successful applicants are supported by the programme team and PLPs to access practice learning placements that meet the required governance structures to support learning. There's evidence that the programme team and PLPs are committed to supporting all students undertaking the programme.

Governance is assured through effective strategic and operational partnership working. Practice learning environments are assessed and educationally audited through the NES quality assurance processes that assure the safety and quality of practice learning environments. There's assurance that practice learning environments provide learning opportunities that support progression and achievement of the SPCNSPQ across the CCN and DN routes.

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

MET **NOT MET**

R3.2 is met. Documentary evidence and the visit confirm that partnership working between the RGU and PLPs is effective, with strategic and operational processes in place to ensure that the programme meets the requirements of the SSSA and the SFNME. The SSSA requirements are evidenced in the recruitment and selection process and the effective partnership between the RGU and PLPs.

The NES national framework for practice supervisors, practice assessors and academic assessors in Scotland ensures the processes for the preparation of practice supervisors and practice assessors to meet and comply with the SSSA. Practice supervisors, practice assessors and academic assessors confirm that they're prepared for their roles.

PLPs provide assurance that there are sufficient practice supervisors and practice assessors to support students learning and assessments in practice. They tell us that the DN route is established and that students continue to be supported by SPQ DN practice assessors. The programme team and PLPs tell us that there's a shortfall in the number of SPQ CCNs and that indirect student supervision is applied in areas where there are currently no SPQ CCN practice assessors. Experienced practice supervisors and practice assessors with the SPQ CCN qualification support student assessments through either online or face-to-face review meetings. The programme team are advised to consider how they can further enhance stakeholder understanding of indirect supervision to support student learning and achievement in practice. (Recommendation one)

There's evidence of communication processes in place between V300 practice assessors and SPQ practice assessors who don't have the V300 qualification.

Students are introduced to the programme in an induction week and the programme team tell us that all students are enrolled onto preparation for learning online which covers all aspects of online learning. Students tell us that the support for online learning is extensive and that the preparation for learning online package is very helpful in navigating the systems and starting to build a community of learning. Students are provided with a student handbook and timetable that contains key information on the RGUs student policies and processes including how to raise any theory or practice learning concerns, how to access support, assessment regulations and a clear identification of the people who'll be involved in their learning and assessments.

Students meet with PLPs, practice supervisors and practice assessors to establish the expectations practice. Practice learning expectations and requirements to evidence progression towards achievement of the SPCNSPQ are detailed in the PAD and the PAD context document. Students tell us that they understand the importance of being independent learners and that they're aware of their responsibilities for learning. Students are introduced to the PAD and student handbook that provide details of the practice supervisor, practice assessor and academic assessor roles. Students are advised that any concerns relating to professional and academic conduct is processed through PLP and the school fitness to practise policies.

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

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

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

N/A

A SCPHN programme isn't proposed.

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

MET NOT MET N/A

R3.3.3 is met. The RGU and PLPs work collaboratively in accordance with the NES QMPLE quality assurance process to monitor the suitability and capacity of practice learning environments that ensure learning opportunities are available to support achievement of the SPCNSPQ. Documentary evidence confirms and the programme team, students, practice supervisors and practice assessors tell us that practice learning supports students to develop knowledge and skills to successfully meet the SPCNSPQ.

For each period of learning students complete an initial learning plan that's recorded in the PAD. Plans are discussed with practice assessors to identify individual learning needs that contribute to a practice learning agreement. Progress and achievement are monitored and documented in the PAD. Students have the opportunity to meet with practice supervisors or practice assessors on a weekly basis to discuss their progress. There's a practice review meeting arrangement where practice supervisors, practice assessors and students meet at a midpoint review stage to review progression towards achievement of the SPCNSPQ. Successful achievement of the SPCNSPQ is confirmed and recorded at the final review meeting by practice assessors and agreed by academic assessors.

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

MET NOT MET N/A

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

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

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

YES NO

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

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

MET **NOT MET**

R3.5 is met. Documentary evidence and discussion with the programme team, students and PLPs confirm that there are effective processes in place for the identification and management of reasonable adjustments to support students in theory and practice. The student handbook details the processes and students confirm that they know how to request any reasonable adjustments. Students confirm that they can access student services, disability support and academic advisors at the RGU either face to face or online. They tell us about how adjustments in practice to support learning include adapting shift patterns to support caring responsibilities and extensive travel times. They tell us that there's support with additional learning needs including for example having extra assessment time and support for dyslexia.

Reasonable adjustment declarations are detailed in the PAD to provide students with the opportunity to discuss these with practice supervisors and practice assessors. Practice review meetings support the ongoing monitoring and individual student support plans. Students tell us that they've regular review meetings in practice and feel well supported when additional support is needed. Practice supervisors, practice assessors, academic assessors and students confirm they're aware of the additional support process. Students, practice supervisors and practice assessors tell us that the process for managing reasonable adjustments in practice is clear and effective. Practice supervisors and practice assessors confirm that they're well supported by the programme team in implementing any student practice learning reasonable adjustments.

The programme team tell us how reasonable adjustments are managed with online learning. Students have full access to inclusion support for online learning and appointments can be made on either a face to face or online basis. Transcripts are available for all recorded and live lectures and software applications are available to support accessibility. The programme team confirm that academic staff are supported to develop accessible materials supported by the RGU Moodle standards for accessibility.

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

- intended field of SCPHN practice, SCPHN PHN practice or (R3.6.1) **N/A**

A SCPHN programme isn't proposed.

- their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice (R3.6.2) **MET** **NOT MET** **N/A**

R3.6.2 is met. Student progression and achievement is documented in the PAD and discussed at a midway meeting. The PAD details how students are required to take responsibility for their own learning and that practice supervisors have a responsibility to facilitate learning opportunities that enable students to achieve the SPCNSPQ and meet the programme learning outcomes.

Practice learning agreements identify learning and developmental needs and are developed in partnership between students and practice assessors. Students meet weekly with practice supervisors or practice assessors to review their learning agreement in the PAD. Students tell us that this is helpful in identifying any early concerns. Students confirm that they feel that learning opportunities are tailored to their needs and that they're supported to learn.

The practice review arrangement ensures that practice supervisors, practice assessors and students meet to review progression towards achievement of the SPCNSPQ. Successful achievement of the SPCNSPQ is confirmed and recorded at the final review meeting by practice assessors and agreed by academic assessors.

Where students are identified as not making sufficient progress towards achievement of the SPCNSPQ or the programme learning outcomes, a practice learning support protocol may be implemented. This partnership approach includes students, practice supervisors, practice assessors, academic assessors, a practice educator lecturer and the practice education facilitator who collaboratively agree a development support plan that aims to support successful completion of the programme. The development support plan is reviewed at the final review meeting and completed to ascertain if the agreed learning objectives and outcomes are met. Prior to the final review meeting students undertake a self-assessment of their overall performance and progress towards achieving the SPCNSPQ and the relevant programme learning outcomes.

In addition to the support for students in practice they meet with their academic personal tutor biannually to ensure they're progressing and that their learning in practice is being supported.

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 29 May 2024		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Standard 4: Supervision and assessment
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R4.1 ensure student support, supervision, learning and assessment complies with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>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</p> <p>R4.3 ensure practice supervision, the assessment of practice and academic assessment complies with the NMC <i>Standards for student supervision and assessment</i></p> <p>R4.4 ensure practice supervisors:</p> <p>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</p> <p>R4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning</p>

opportunities for post-registration SCPHN or community nursing SPQ students

R4.5 ensure practice and academic assessors:

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

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

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

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

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

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

R4.7.2 SCPHN public health nurse,

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

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

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

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

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

R4.9.2 SCPHN public health nurse practice,

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

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

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

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Documentary evidence and the visit demonstrate that the RGU and PLPs have robust policies and procedures in place, and that they work collaboratively to provide support, supervision, learning and assessment that comply with the SFNME. The NES national framework for practice supervisors, practice assessors and academic assessors in Scotland ensures the quality and safety of practice learning. Practice learning agreements are in place with all PLPs.

Students are assigned to practice assessors and practice supervisors who've a SPQ annotated qualification and who've appropriate experience in the CCN and DN fields of community nursing practice. Documentary evidence confirms and CCN PLPs tell us that suitable arrangements are in place that provide assurance that CCN students are assigned to appropriately experienced SPQ CCN practice supervisors and practice assessors despite the limited number of SPQ CCNs across Scotland. There's evidence of a process in place that provides assurance that there's sufficient practice supervisors to provide relevant CCN practice learning experience support and that an indirect SPQ CCN practice assessor approach supports practice assessment in areas where there are limited CCN practice assessors. This assessment model is successfully implemented in other programmes to support the delivery of programmes in the remote areas across the RGU geographical area. The senior school team and PLPs tell us that practice learning agreements with PLPs are in place and if a practice learning environment has any concerns about the model of supervision, then it wouldn't progress. The programme team are advised to consider how they can further enhance stakeholder understanding of indirect supervision to support student learning and achievement in practice. (Recommendation one)

The NES QMPLE database is the mechanism for ensuring that the SSSA requirements are met through the educational audit process. Practice supervisors and practice assessors tell us that any concerns raised with the programme team are managed efficiently. The school senior team, programme team and PLPs confirm that any concerns identified in practice learning environments are managed collaboratively. Students confirm that they know how to raise any

concerns about practice learning environments. Student facing programme documentation includes a raising concerns flowchart and associated links to whistleblowing policies specific to SPQ practice learning environments.

Students confirm the assignment of practice supervisors, practice assessors and academic assessors. Student and practice supervisor and practice assessor handbooks detail the RGU processes that include specific information about practice supervision and assessment and includes details about the roles and responsibilities of students, practice supervisors, practice assessors and academic assessors.

Students tell us that they're required to obtain practice learning feedback from a minimum of two PUSCs and this is recorded in the PAD. They tell us that they receive formative and summative theory and practice assessment feedback. They tell us feedback is timely and constructive, supporting further development and progression towards achievement of the SPCNSPQ and the programme outcomes.

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

MET **NOT MET**

R4.2 is met. Documentary evidence and the visit confirm that when assigning practice assessors and practice supervisors there's evidence that they've completed a period of preceptorship and have undertaken appropriate preparation to assess and supervise students. The programme team, PLPs, practice supervisors and practice assessors confirm that preparation training and updates are undertaken biannually and are delivered face to face or online to widen participation. PLPs tell us practice supervisor and practice assessor preparation is arranged to ensure that they know how to use the SPQ PAD before the programme starts.

Academic assessors who don't have a teaching qualification are required and supported to complete a teaching qualification. The programme team confirm that there's ongoing support for staff development. The RGU principal lecturer for practice learning line manages academic assessors and is responsible for ensuring that new academic assessors are supported through a period of preceptorship. They're supported through an orientation process by an experienced academic assessor. There's an academic assessor handbook that details information about the programme and the responsibilities of the practice supervision and assessment roles.

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

MET NOT MET

R4.3 is met. Documentary evidence and the visit confirm the application process requires PLPs to verify the suitability of practice assessors and practice supervisors. Academic assessors are assigned by the RGU principal lecturer for practice learning who ensures that all academic assessors are prepared for the roles and that new academic assessors have a period of preceptorship and support.

Practice supervisors and practice assessors are identified and assigned by PLPs at the point of application to the programme. Practice supervisors and practice assessors tell us that they've time to review the PAD evidence and support students to identify learning opportunities. The final assessment of practice is confirmed by practice assessors and agreed by academic assessors.

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

- Processes are in place to ensure practice supervisors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals (R4.4.1) or
YES NO N/A
- Processes are in place to ensure practice supervisors can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students (R4.4.2)
YES NO N/A
- Processes are in place to ensure practice and academic assessors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ (R4.5.1) or
YES NO N/A
- Processes are in place to ensure practice and academic assessors can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ (R4.5.2)
YES NO N/A

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

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

MET **NOT MET**

R4.6 is met. Documentary evidence and PLPs provide assurance that students are assigned to practice assessors who are experienced SPQ nurses for the programme and field that students are undertaking. Practice assessors are identified and assigned at the point of application to the programme.

PLPs must verify the suitability of practice assessors who are prepared for the practice assessment role.

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

MET **NOT MET**

R4.6.1 is met. Documentary evidence and the visit confirm that there's an exceptional circumstance process in place where a person is required to fulfil the role of practice assessor and practice supervisor. The programme team and PLPs tell us that this situation is considered collaboratively on a case-by-case basis to support students and to identify an alternative practice assessor or practice supervisor. Documentary evidence confirms that if the practice assessor role and practice supervisor role is fulfilled by the same person, the RGU, PLPs practice supervisors, practice assessors and students must evidence why this is necessary.

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

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

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

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

N/A

A SCPHN programme isn't proposed.

- their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R4.7.3) or
YES NO N/A
- other specified field(s) of community nursing SPQ in health and social care (R4.7.4)
YES NO N/A

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

- There is evidence that all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met (R4.8)
YES NO

R4.8 is not met. Documentary evidence, the programme team and PLPs confirm that the SPQ DN route development has proposed two DN route options based on PLP workforce planning requirements. Programme consultation with PLPs, practice supervisors, practice assessors and students influenced the opportunity for two DN optional routes to support the need for further advanced clinical skills development for DN students who already have extensive clinical experience working in community nursing practice. These students undertake one practice module and an advanced clinical skills development module. Students with more limited experience of working in community nursing settings undertake two practice modules to ensure that they're supported to achieve the SPCNSPQ. The programme team tell us that each route option has distinct PADs that are contextualised to each practice learning pathway. The programme team present one PAD that doesn't clearly differentiate between the two options. The PAD indicates that all DN students undertake two practice learning modules, it's not clear how students demonstrate and record achievement of all the SPCNSPQ in the submitted PAD. (Condition one)

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. The programme team tell us that the DN route has distinct PADs that are contextualised to the different options as described in R4.8. The programme team present one PAD that doesn't clearly differentiate between the two options. The PAD indicates that all DN students undertake two practice learning modules, the processes to assess suitability for the award and confirmation of overall proficiency of all the SPCNSPQ isn't clearly evidenced in the submitted PAD. (Condition one)

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

YES NO N/A

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

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

The programme team propose two DN route options with two distinct route PADs in response to PLP workforce requirements. They present one PAD that doesn't provide evidence of the opportunity to clearly demonstrate and record achievement of SPCNSPQ or the processes to assess suitability for the award and confirmation of overall proficiency. (Condition one)

Condition one: Provide two clearly differentiated SPQ DN PADs which provide clarity for students, practice supervisors and practice assessors and are effective in assessing the SPCNSPQ. (SPRP R4.8, R4.9.3)

Date: 29 May 2024

Post event review

Identify how the condition(s) is met:

Condition one: Two separate DN PADs provide evidence of the opportunity to clearly demonstrate and record achievement of SPCNSPQ and evidence the processes to assess suitability for the award and confirmation of overall proficiency across both DN routes.

Condition one is met.

Evidence:

PgDip/MSc advanced practice, DN group one PAD, undated

PgDip/MSc advanced practice, DN group two PAD, undated

Date condition(s) met: 3 July 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

Students enrolled on the MSc who don't meet the requirements of the final dissertation can exit the programme with a PgDip fall back award with an NMC SPQ annotation if they can demonstrate achievement of the SPCNSPQ at the point of exit.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 29 May 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Section four

Sources of evidence

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: A student university handbook isn't provided. There's no apprenticeship route proposed.		
List additional documentation: Post visit evidence to meet conditions: PgDip/MSc advanced practice, DN group one PAD, undated PgDip/MSc advanced practice, DN group two PAD, undated CCN, resource mapping document, undated SPQ, course development team response evidence, 20 June 2024		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: SPQ DN alumni x two SPQ DN students x three		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route proposed.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, system regulator reports list:		
If you stated no above, please provide the reason and mitigation: The RGU is an established AEI, practice and resource visits aren't needed. There are no system regulator reports provided.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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

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

Issue record

Final Report

Author(s):	Rosemary Court Jayne Walters	Date:	7 June 2024 7 June 2024
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