

**Programme approval report**

**Section one**

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

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

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

	<input type="checkbox"/> Level 11
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
<b>Date of approval visit:</b>	11 June 2024
<b>Programme start date:</b>	
SCPHN health visiting	16 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	16 September 2024
SCPHN school nurse with integrated independent and supplementary prescribing (V300)	
SCPHN occupational health nurse	

SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN public health nurse	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN health visiting apprenticeship	
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN school nurse apprenticeship	
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN occupational health nurse apprenticeship	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN public health nurse apprenticeship	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
<b>QA visitor(s):</b>	Registrant Visitor: Patricia Burrows Lay Visitor: Mary Rooke

## Section two

### Summary of review and findings

Sheffield Hallam University (SHU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The department of nursing and midwifery (the department) within the college of health, wellbeing and life sciences (the college) present for approval a specialist community public health nursing (SCPHN) programme with routes in two fields: SCPHN – health visiting (HV) and SCPHN – school nursing (SN). The independent and supplementary nurse prescribing (V300) programme isn't integrated in either route.

The proposed programme is a full-time, 121 credit, academic level seven, postgraduate diploma (PgDip). The programme is delivered over a 52-week period with a minimum of 45 programmed weeks incorporating opportunities for both theoretical and practice learning, together with periods of annual and study leave. To achieve the academic award, students must successfully complete two 20-credit modules, two 40-credit modules and a one credit practice assessment document (PAD). The one credit module differentiates between completion of the academic credit and the achievement of the Standards of proficiency for SCPHNs (SPSCPHN) (NMC, 2022). All modules are compulsory and all assessment elements must be passed to be able to apply for registration with the NMC in the relevant SCPHN field of practice. The programme is delivered at the SHU collegiate campus in Sheffield.

For students who don't successfully complete the practice assessment requirements but achieve sufficient academic credits there's exit awards available which don't confer eligibility to apply for registration with the NMC. 60 credits is eligible for a postgraduate certificate in health studies and 120 credits is eligible for a PgDip in health studies.

Entry to the programme is open to current NMC registered first level nurses or midwives demonstrating the capability to study at level seven through written application and interview. Applicants require a first degree (honours) recognised in the United Kingdom. The university considers applications on an individual basis if applicants hold an ordinary degree/advanced diploma in nursing studies. SHU permit recognition of prior learning (RPL) from previous study by mapping to programme learning outcomes as per university policy, and the external examiner with due regard is involved in scrutiny of RPL claims.

There are application routes for NHS or non-NHS employed, self-employed and self-funded applicants. Guidance and assistance is available to self-employed or self-funding registrants to apply for the programme. Further assurance is required to confirm that practice learning partners (PLPs) are fully aware of the governance processes required for non-NHS, self-funded and self-employed applicants.

All applicants are interviewed jointly by SHU and their PLPs. There's evidence that PLP and academic staff involved in recruitment and selection activities undertake and record annual equality, diversity and inclusion (EDI) training. Further assurance of the involvement of people who use services and carers (PUSCs) in recruitment and selection and their preparation for this activity is required.

SHU adopt the pan-London PAD and provide HV and SN versions. There's evidence of mapping to the field specific SPSCPHN in each PAD. Students receive protected learning time while undertaking practice learning experiences, and the team, PLPs and students confirm this at the visit.

There's evidence relating to student population and diversity data being collected for the programme. The programme team confirm that plans for monitoring and supporting the diversity of the student population at programme level and any action plans for addressing any attainment gaps are reported through a college level forum.

Documentary evidence and discussions at the approval visit confirm that the proposed programme is co-produced with all relevant stakeholders including PLPs, students and PUSCs.

Documentary evidence and discussion at the visit describe governance frameworks in place between SHU and PLPs to ensure that both theory and practice learning environments are monitored and supported to enable students to successfully achieve all required outcomes and SPSCPHN. There are escalation of concerns policies and required joint action planning for students failing to achieve in practice. The programme team, PLPs and students tell us of their understanding of these processes. There's confirmation of exceptional reporting processes to the NMC where there are risks to the safety and quality of student learning, including relevant outcomes from external regulator reports, such as the Care Quality Commission (CQC).

The proposed programme is designed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018 updated 2023), the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023), the SPSCPHN and the Standards for post-registration programmes (SPRP) (NMC, 2022, updated 2024). Mapping aligns the programme and module learning outcomes to the SPRP and the SPSCPHN.

The approval visit is undertaken by remote means.

The SFNME isn't met at programme level as conditions apply.

The SSSA are met at programme level.

The programme is recommended for approval subject to four joint NMC and university conditions.

Updated 12 July 2024:  
SHU provide evidence to meet the conditions. The AEI confirm the conditions are met.

The programme is recommended to the NMC for approval.

**Recommended outcome of the approval panel**

**Recommended outcome to the NMC:**

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

**Conditions:**

**Effective partnership working: collaboration, culture, communication and resources:**

Condition one: Provide evidence to demonstrate how PUSCs are sustainably recruited and suitably prepared and involved in the recruitment of SCPHN students, including EDI and other relevant training. (SFNME R1.12, R2.7) (NMC and university condition)

Condition two: Provide an explicit implementation plan in partnership with PLPs that demonstrates how inter-professional learning (IPL) is promoted and facilitated within all aspects of the SCPHN programme. (SFNME R1.13, R3.16) (NMC and university condition)

Condition four: Clarify the process for communicating with students when programme changes are required, including where these may result in differences from the original expectation of the student's experience. (SFNME R3.2) (NMC and university condition)

**Selection, admission and progression:**



	<p>Condition three: Provide evidence to confirm PLPs are aware of the governance processes required for non-NHS, self-funded and self-employed applicants. (SPRP R1.3, R1.5, R3.1) (NMC and university condition)</p> <p><b>Practice learning:</b></p> <p>None identified.</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>None identified.</p>
<p><b>Date condition(s) to be met:</b></p>	<p>9 July 2024</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>None identified.</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>PUSC involvement in the ongoing development, management, delivery of and recruitment to the SCPHN programme.</p> <p>IPL opportunities provided in the SCPHN programme in both theory and practice.</p>

<p><b>Programme is recommended for approval subject to specific conditions being met</b></p>
<p><b>Commentary post review of evidence against conditions:</b></p> <p>SHU provide a PUSC involvement plan demonstrating how PUSCs will be involved in the recruitment, delivery, assessment, management and evaluation of the SCPHN programme. This includes plans that explain how PUSCs will be recruited, suitably prepared and involved in the recruitment of SCPHN students, including EDI and other relevant training. Condition one is met.</p> <p>SHU and their PLPs present a plan to demonstrate how IPL will be facilitated and promoted within all aspects of the programme. IPL is integrated into all the new modules on the programme through the involvement of professionals with specialist knowledge and experience in specific areas, for example sexual health,</p>

genetics and child sexual exploitation in classroom, online and simulated learning experiences. In addition, there's shared learning between SCPHN and midwifery students with a particular focus on breastfeeding, perinatal mental health and transition to parenthood. PLPs confirm their commitment to providing protected learning time to enable students to identify learning opportunities within placement areas where IPL can be promoted and facilitated. A comprehensive list that will provide learning opportunities for the students throughout the programme is provided. In addition, PLPs confirm their commitment to supporting students during their alternative learning experience (ALE) weeks. Condition two is met.

SHU provide a recruitment flow chart for non-NHS, self-funded and self-employed applicants that identifies the process and makes clear the responsibilities of each stakeholder (SHU, PLP, applicant). Condition three is met.

SHU provide amended programme documentation which clarifies the process for communicating with students when programme changes are required. This will occur through an announcement on the virtual learning environment (Blackboard) and an email to each student affected. In addition, SHU explains that the student representation structures, for example student representatives, will be utilised to communicate when programme changes are required. Condition four is met.

The AEI confirm the conditions are met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	Two minor updates requested: <ul style="list-style-type: none"> <li>• The place of delivery is the SHU collegiate campus, not city campus.</li> <li>• The number of practice liaison days is five per year.</li> </ul>
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>  Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	5 July 2024

### Section three

#### NMC Programme standards

Please refer to NMC standards reference points:

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

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

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

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

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

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

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

#### Partnerships

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

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

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

**Standard 1: The learning culture:**

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

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

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

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

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

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

- R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
- R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

**Standard 3: Student empowerment:**

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

**Standard 4: Educators and assessors:**

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

**Standard 5: Curricula and assessment:**

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

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

**Standard 1: Organisation of practice learning:**

- R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
- R1.7 students are empowered to be proactive and to take responsibility for their learning

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

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

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

**Standard 7: Practice assessors: responsibilities:**

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

**Standard 9: Academic assessors: responsibilities:**

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

**Findings against the standard and requirements**

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

Senior managers at SHU and the programme team tell us the department is committed to partnership working with stakeholders in the development, delivery and evaluation of the programme at both strategic and operational levels. The programme team tell us that they consult extensively with PLPs, students and PUSCs about module content and the structure of the proposed programme. PLPs we meet at the visit confirm their involvement in programme curriculum development and delivery.

There are written placement agreements between SHU and associated PLPs to support this programme which clearly set out the expectations of all stakeholders. In addition, PLPs sign an agreement setting out the definition and provision of

protected learning time for all students on the programme. PLPs and students tell us of their understanding of protected learning time and confirm that students are always supervised during practice placement experiences.

The programme team and PLPs tell us how they collaborate with other AELs using placement areas to undertake education audits to ensure they continue to provide safe education environments to support student learning. They describe how SHU and PLPs work collaboratively to agree and quality assure practice learning opportunities for students, including risk assessment and action planning where the educational environment may be at risk. Educational audits are undertaken on a two-yearly cycle and, together with relevant action plans, are stored on the practice assessment record and evaluation system and are accessible to all stakeholders. There's also evidence that audits are checked for currency before students are placed in the area.

The programme team, senior school managers and PLPs tell us they meet on five occasions per year at practice liaison days to discuss collaborative issues related to programme and assessment requirements and placement management. The team maintain close links with their PLPs through the appointment of link lecturers (LLs), who regularly visit practice areas. The team further tell us how issues or reports in reference to CQC, Office for Standards in Education, Children's Services and Skills (Ofsted) or other regulators are managed and responded to. A nominated individual in each trust or other placement provider liaises through the LL and academic lead for practice placements to inform the department. Issues which may adversely affect student learning generate a joint SHU/PLP action plan which is regularly reviewed during scheduled joint meetings. A report is also made to the NMC through the exceptional reporting process.

The programme team describe the policy and process, in collaboration with their PLPs, to enable students to raise and escalate concerns. This is explained to students during induction and copies of policy and process are available on the programme Blackboard. Students, practice supervisors and practice assessors tell us of their understanding of the process.

There's evidence that students receive feedback from their practice supervisors and practice assessors at specific stages as identified within the PAD. Students tell us that the assessment and feedback process considers their individual learning needs including reasonable adjustments and support needs.

The SSSA is implemented for all students on the SCPHN programme at SHU. The programme team and PLPs confirm this at the visit. Students tell us that they feel well supported by their practice assessor and practice supervisors who help them to successfully achieve all the required SPSCPHN for their programme. All students have a minimum of two tripartite meetings per year in practice, with the practice assessor, practice supervisors and academic assessor.



PUSCs participate in programme development and ongoing provision as members of the 'experts by experience' group. There's an implementation plan to increase recruitment of PUSCs and the activities they're involved in. There's also a dedicated department PUSC lead to arrange opportunities to participate which match their skills and interests. We meet PUSCs who tell us they've been involved in co-production of the SCPHN programme, attending meetings to discuss curriculum development and participating in both teaching and assessment of the current programme. PUSCs tell us that they feel valued and well supported by SHU. They feel their voice is listened to and consideration is given to their individual needs. They give us examples of how they've affected change within the programme. There's limited evidence of PUSC involvement in the recruitment and selection of candidates to the SCPHN programme and further evidence is required to demonstrate how PUSCs are sustainably recruited and suitably prepared to participate, including EDI and other relevant training. PUSCs we speak to tell us they'd welcome further involvement in the interview process and this is echoed by PLPs. (Condition one)

There's documentary evidence of partnership working in the assessment of practice. The PAD evidences the involvement of PUSCs and students in the feedback processes.

Students can feed back on their practice experience as well as discuss their progress in practice. Formal evaluations are completed at the end of the modules via anonymous module evaluation questionnaires which consist of 12 questions aligned to the National Student Survey. Students tell us that while they welcome the opportunity to feedback and shape future programmes, some elements of the consultation process result in unexpected changes to their programme/university sessions. They tell us they'd welcome clearer communication in these instances. (Condition four)

There's documentary evidence that the programme is developed in collaboration with PLPs with simulation activities and technology embedded throughout. The programme team tell us of plans to further embed IPL within the programme, with opportunities to share simulated learning with other professionals such as teachers, social workers and midwives. There's some documentary evidence of IPL being applied within the programme. Opportunities for IPL for students within the practice learning setting is evidenced within the PAD. PLPs and students tell us they're aware of teaching sessions with other professional groups and the opportunity to meet other professionals during practice placements. However, they're not sure of opportunities to learn with and from peer groups in academic and practice settings. Details of how IPL is implemented across all settings is required to provide full assurance. (Condition two)

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

MET

NOT MET

There's limited evidence of PUSC involvement in the recruitment and selection of candidates to the SCPHN programme and further evidence is required to demonstrate how PUSCs are sustainably recruited and suitably prepared to participate, including EDI and other relevant training.

Condition one: Provide evidence to demonstrate how PUSCs are sustainably recruited and suitably prepared and involved in the recruitment of SCPHN students, including EDI and other relevant training. (SFNME R1.12, R2.7) (NMC and university condition)

PLPs and students tell us they're aware of teaching sessions with other professional groups and the opportunity to meet other professionals during practice placements. However, they're not sure of opportunities to learn with and from peer groups in academic and practice settings. Details of how IPL is implemented across all settings is required to provide full assurance.

Condition two: Provide an explicit implementation plan in partnership with PLPs that demonstrates how IPL is promoted and facilitated within all aspects of the SCPHN programme. (SFNME R1.13, R3.16) (NMC and university condition)

Students tell us that while they welcome the opportunity to feedback and shape future programmes, some elements of the consultation process result in unexpected changes to their programme/university sessions. They tell us they'd welcome clearer communication in these instances.

Condition four: Clarify the process for communicating with students when programme changes are required, including where these may result in differences from the original expectation of the student's experience. (SFNME R3.2) (NMC and university condition)

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

**MET**  **NOT MET**

### Post Event Review

#### Identify how the condition is met:

Condition one: SHU provide a PUSC involvement plan demonstrating how PUSCs will be involved in recruitment, delivery, assessment, management and evaluation of the SCPHN programme. This includes plans that explain how PUSCs will be recruited, suitably prepared and involved in the recruitment of SCPHN students, including EDI and other relevant training.

Condition one is met.



**Evidence:**

Condition one SCPHN evidence, PUSC involvement plan, undated  
Letter of confirmation of conditions met NMC SCPHN, 5 July 2024

Condition two: SHU and their PLPs present a plan to demonstrate how IPL will be facilitated and promoted within all aspects of the programme. IPL is integrated into all the new modules on the programme through the involvement of professionals with specialist knowledge and experience in specific areas, for example sexual health, genetics and child sexual exploitation in classroom, online and simulated learning experiences. In addition, there's shared learning between SCHPN and midwifery students with a particular focus on breastfeeding, perinatal mental health and transition to parenthood. PLPs confirm their commitment to providing protected learning time to enable the students to identify learning opportunities within placement areas where IPL can be promoted and facilitated. A comprehensive list that will provide learning opportunities for the students throughout the programme is provided. In addition, PLPs confirm their commitment to supporting students during their ALE weeks.

Condition two is met.

**Evidence:**

Condition two SCPHN evidence, IPL and collaborative teaching, undated  
Letter of confirmation of conditions met NMC SCPHN, 5 July 2024

Condition four: SHU provide amended programme documentation which clarifies the process for communicating with students, when programme changes are required. This will occur through an announcement on Blackboard and an email to each student affected. In addition, SHU explain that the student representation structures, for example student representatives, will be utilised to communicate when programme changes are required.

Condition four is met.

**Evidence:**

Condition four SCPHN evidence, undated  
Letter of confirmation of conditions met NMC SCPHN, 5 July 2024

**Date condition(s) met:** 5 July 2024

**Revised outcome after condition(s) met:**

**MET**

**NOT MET**

**Independent/Supplementary Prescriber (V300)**

Please indicate whether the V300 is a compulsory or optional element of the Specialist community public health nursing programme.

Optional  Compulsory  N/A

The V300 programme isn't part of the proposed SCPHN programme.

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

YES  NO

**OR**

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

N/A

### Student journey through the programme

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

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Findings against the standard and requirements**

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

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

YES  NO  N/A

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

N/A

An SPQ programme isn't proposed.

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

YES  NO

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

YES  NO  N/A

R1.3 is not met. Documentary evidence and meetings at the visit confirm that there's application routes for those who've secured a sponsored or commissioned place with an NHS or non-NHS employer. Self-employed or self-funding registrants can apply for the programme if there's an identified PLP to provide an honorary contract and appropriate practice placement, including a SCPHN practice assessor and practice supervisor. Guidance and assistance on the process self-employed/self-funded applicants must undertake in terms of securing a properly constituted placement before applying to the programme is available from the programme team. All applicants are interviewed jointly by SHU and the supporting PLP.

At the visit PLPs tell us that they're aware that non-NHS and self-employed registrants can apply for the programme but that there are no firm plans in place in their organisations to implement this. SHU therefore need to work in partnership with PLPs to ensure they're aware of the governance processes required for non-NHS and self-employed/self-funded applicants. (Condition three)

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

N/A

An SPQ programme isn't proposed.

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

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

**MET**  **NOT MET**

R1.5 is not met. Documentary evidence and discussions at the visit confirm there's a governance structure to provide strategic and operational oversight of the quality of learning in practice. This is illustrated in the practice assessment handbook, service level agreements, audit process and commitment statements from PLPs. In addition, PLPs sign an agreement setting out the definition and provision of protected learning time for all students on the programme.

The selection process for all applicants includes the PLPs confirming that suitable qualified practice supervisors and practice assessors are identified, which assures adequate placement capacity for the number of successful applicants.

There's an established governance structure to support applications from NHS and non-NHS students with commissioned places. Documentary evidence details the process self-employed/self-funded applicants must undertake in terms of securing a properly constituted placement before applying to the programme. Self-employed/self-funded applicants are required to provide written confirmation that a placement, practice assessor and practice supervisor is available for the duration of the programme, including contingency planning for resubmissions of assessment, delay in programme completion due to unforeseen circumstances including sickness and absence or change in circumstances for the practice assessor and practice supervisor.

Discussions with PLPs at the visit doesn't provide assurance that the governance arrangements for applicants who are self-funded or self-employed are fully understood and implemented by all stakeholders. SHU and PLPs need to work together to ensure that PLPs are aware of the governance processes required for self-funded and self-employed applicants. (Condition three)

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

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

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

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

N/A

An SPQ programme isn't proposed.

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

YES  NO  N/A

The V300 programme isn't part of the proposed SCPHN programme.

- 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

The V300 programme isn't part of the proposed SCPHN programme.

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

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for post-registration education programmes* and *Standards of proficiency for specialist community public health nurses (NMC, 2022)* will be met through the transfer of existing students onto the proposed programme.

Students on the current programme won't transfer onto the proposed programme. These students have all completed the taught component of the programme. Any current student taking a break between now and the end of the programme will be supported on an individual basis to complete both the academic assessments and the practice assessment requirements on their return date.

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.**

Students on the SCPHN programme are currently supervised and assessed in line with the SSSA and therefore no transfer is required.

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

Discussions with PLPs at the visit doesn't provide assurance that the governance arrangements for applicants who are self-funded or self-employed are fully understood and implemented by all stakeholders. SHU and PLPs need to work together to ensure that PLPs are aware of the governance processes required for self-funded and self-employed applicants.

Condition three: Provide evidence to confirm PLPs are aware of the governance processes required for non-NHS, self-funded and self-employed applicants. (SPRP R1.3, R1.5, R3.1) (NMC and university condition)

**Date:** 11 June 2024

### Post event review

**Identify how the condition(s) is met:**

Condition three: SHU provide a recruitment flow chart for non-NHS, self-funded and self-employed applicants that identifies the process and makes clear the responsibilities of each stakeholder (SHU, PLP, applicant).

Condition three is met.

Evidence:

Condition three SCPHN evidence, undated

Letter of confirmation of conditions met NMC SCPHN, 5 July 2024

**Date condition(s) met:** 5 July 2024

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

### Standard 2: Curriculum

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

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

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

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

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

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

R2.4 state routes within the programme for:

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

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

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

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

R2.5 ensure programme learning outcomes reflect the:

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

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

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

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

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

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

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

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



- R2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,  
R2.7.2 community nursing SPQ practice: community children’s nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care  
R2.8 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies  
R2.9 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment  
R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and  
R2.11 ensure programmes are:  
R2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award  
R2.11.2 no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes.

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

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

**Findings against the standard and requirements**

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

- R2.1 There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* including the confirmation of appropriately qualified and experienced people for programme delivery for:
- all selected fields of SCPHN practice and/or SCPHN PHN practice (R2.1.1)  
YES  NO  N/A
  - all selected fields of community nursing SPQ practice and/or in other specified fields of community nursing SPQ in health and social care practice (R2.1.2)  
N/A

An SPQ programme isn’t proposed.

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

YES  NO

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

YES  NO  N/A

An NMC approved V300 qualification isn't being offered as part of the proposed SCPHN programme.

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

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

YES  NO  N/A

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

YES  NO  N/A

A SCPHN public health nurse qualification isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

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

YES  NO  N/A

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

YES  NO  N/A

A SCPHN public health nurse qualification isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

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

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

MET  NOT MET  N/A

R2.6.1 is met. Documentary evidence and meetings at the visit confirm that there is general and professional content necessary to meet the core and field specific SPSCPHN for HV and SN. There's evidence of mapping the programme and module outcomes to the standards of proficiency for SCPHN which indicates where core and field specific SPSCPHN are met for HV and SN.

The programme consists of two 40-credit modules, two 20-credit modules and the one credit PAD at academic level seven. The one credit module spans all three trimesters (52 weeks) of the PgDip SCPHN programme. The themes of the modules are attachment, parenting, child development, reducing health inequalities and promoting environmental health through transformational public health leadership. Module descriptors provide detail of the hours of collaborative teaching and of the field specific hours.

There's documentary evidence of student, PLP and PUSC feedback relating to current module content. Students, PLPs and PUSCs confirm at the visit their involvement in the development of the content of the modules.

Practice learning opportunities ensure that students can consolidate learning that's applied to SCPHN HV and SN practice. SHU adopt the pan-London PAD which addresses the SPSCPHN. A HV and SN version of the PAD is provided which addresses the field specific SPSCPHN.

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

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

A SCPHN public health nurse qualification isn't proposed.

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

**N/A**

An SPQ programme isn't proposed.

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

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

**MET**  **NOT MET**

R2.7.1 is met. There's evidence of mapping of the programme and module outcomes to the SPSCPHN. Module descriptors provide detail of the hours of collaborative teaching and of the field specific hours. There's a programme schedule that indicates the days allocated to university-based teaching and days allocated to practice learning throughout the programme.

Students tell us they're happy with the delivery of the programme and that academic staff are responsive to their learning requirements. Students tell us they value their alternative practice and learning from other professionals while on these placements. They state that their experience is positive on the programme, with programme content and lecturers meeting their learning needs.

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

**N/A**

An SPQ programme isn't proposed.

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

**MET**  **NOT MET**

R2.8 is met. Documentary evidence and meetings during the approval visit confirm that the programme provides a balance of learning across theory and practice. The programme is provided over 52 weeks including annual leave. There are 45 weeks of programmed academic and practice learning, and the programme provides a 50 percent theory and 50 percent practice split.

A variety of teaching and learning methods that include lectures, group work, simulation and presentations are described, and the programme is mapped to the overarching SHU teaching and learning strategy. The design of the programme enables assimilation of new knowledge alongside practice-based learning within SCPHN HV and SN practice to meet the programme outcomes. Practice learning runs throughout the programme with some blocks and a final period of practice to consolidate the learning. Assessment methods vary across the modules that include a teaching package, objective structured clinical examination, audio commentary, management proposal and community development project.

- 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 discussions during the approval visit indicate that technology-enhanced and simulated learning is used effectively and proportionately across the curriculum to support learning and assessment. There's a skills and simulation suite available containing a simulated home environment and a court room. Simulated learning is incorporated into the programme through two full weeks of contemporary simulated practice. Examples of simulated learning include role plays of challenging conversations in a simulated home environment, self-harm and suicide, safeguarding and risk management. The programme team and students tell us of the value they gain from simulated learning experiences. PUSCs tell us of the simulations they're involved in and future plans for further involvement. PLPs and PUSCs confirm during the visit that they'll be involved in the development and delivery of the simulated sessions, for example PUSCs sharing their lived experience during the simulated practice sessions and PLPs providing simulated scenarios in the absence of experiences in real practice, that enable students to develop their practice to meet the SPSCPHN.

The SHU virtual learning environment 'shuspace' (Blackboard), provides a platform for sharing resources, communicating effectively with students and supporting assessments.

**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 provided in Wales.

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

YES  NO

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

YES  NO

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

YES  NO

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

YES  NO

**Outcome**

**Is the standard met?**

MET  NOT MET

**Date:** 11 June 2024

**Post event review**

**Identify how the condition(s) is met:**

N/A

**Date condition(s) met:**

N/A

**Revised outcome after condition(s) met:**

MET  NOT MET

N/A

### Standard 3: Practice learning

#### Approved education institutions must:

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

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

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

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

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

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

### Findings against the standard and requirements



**Provide an 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 not met. Documentation describes the arrangements to ensure governance of practice learning and there's evidence that this is discussed during consultation meetings with PLPs. Employing PLPs sign a verification form for all SCPHN students indicating that suitably qualified practice assessors and practice supervisors are identified and a current placement audit is in place.

There's a governance structure to provide strategic and operational oversight of the quality of learning in practice. PLPs, practice supervisors and practice assessors confirm there's effective communication with SHU with regular meetings and email communication. Processes are in place to manage placement capacity, the setting up of new placements, managing CQC and Ofsted reports and risk management of placements.

The programme team and PLPs tell us how they collaborate to undertake biennial education audits to ensure continuing safe practice learning environments to support student learning. The process includes risk assessment and action planning where the educational environment may be at risk. Audits and action plans are accessible to all stakeholders.

The process for self-employed/self-funded applicants or non-NHS applicants mirrors that of NHS employees. Self-funding applicants are required to obtain an honorary contract with a PLP who'll then provide written confirmation that a placement, practice assessor and practice supervisor is available for the duration of the programme. Discussions with PLPs at the visit doesn't provide assurance that the governance arrangements for applicants who are self-funded or self-employed are fully understood and implemented by all stakeholders. (Condition three)

- 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 states that all students are allocated a personal tutor and academic assessor from the programme team and are



encouraged to raise any concerns they may have during placement learning. Students are also allocated a practice assessor and practice supervisor who are prepared for the role.

Progress review meetings between students, practice supervisors, practice assessors and academic assessors take place in each trimester. This is an opportunity to discuss learning opportunities in practice and student progress towards the SPSCPHN. Details of these meetings are documented in the PAD.

Students share access to their electronic PAD with their practice supervisors and practice assessors. Academic assessors also have access. This enables a collaborative approach to the ongoing record of achievement.

Documentary evidence and discussion with PLPs and the programme team confirm the collaborative preparation of practice supervisors, practice assessors and academic assessors and the provision of updates during practice liaison days. Practice supervisors and practice assessors tell us they're well supported by SHU and their employers to ensure the students are supported in practice and that they've time to undertake their role. They can contact SHU at any time and request a scheduled or ad-hoc meeting for support. The programme team tell us that they're prepared for and supported in the academic assessor role.

Documentary evidence states that students receive an induction in both the academic and practice settings and are informed of the process for raising and escalating concerns at induction. Students confirm inductions to both academic and practice settings.

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

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

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

R3.3.1 is met. Documentary evidence and meetings with students, practice assessors and practice supervisors indicate that students have protected practice-based learning opportunities. This comprises a combination of two practice days per week and a 10-week period of consolidated practice at the end of their programme. During the period of consolidation under direct supervision, students are responsible for a small caseload of children/young people and families. Documentation also states that students have opportunities to learn from PUSCs, registered and non-registered individuals and other students as appropriate.

SHU adopt the pan-London PAD and provide a field specific HV and SN version. There's evidence of mapping to the SPSCPHN in the PAD. Students have practice learning placements in their intended field of practice throughout the programme

and the opportunity to engage in a variety of alternative learning experiences. These experiences are all documented in the PAD and the PAD is also used to record feedback from PUSCs to support the student's learning. Students report that they're well supervised and supported in learning skills and knowledge required for their field in their practice learning environments. Tripartite meetings are supportive and ensure their ongoing achievement.

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

A SCPHN public health nurse 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) N/A

An SPQ programme isn't proposed.

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

An SPQ programme isn't proposed.

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

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R3.4) YES  NO

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

- There is evidence to demonstrate that the programme team takes account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities, and (R3.5) MET  NOT MET

R3.5 is met. Documentary evidence shows that students who need reasonable adjustments are assessed collaboratively by PLPs and SHU.

In placement, the practice supervisor is responsible for guiding and facilitating learning, taking account of individual learning needs and personal circumstances and making reasonable adjustments for students with disabilities.

Within the university, students' individual learning needs are effectively addressed with discussion and support from their personal tutor and/or member of the programme management team. Student reasonable adjustment requirements are considered on an individual basis in discussion with the disability coordinator, ensuring students have the maximum opportunity to succeed in theory and in practice. The university occupational health department is involved to assess any reasonable adjustments based on health needs. There's also scope within this process to action spiritual and cultural needs.

SHU disabled student support services provide information, advice and support for all students with disabilities and long-term health conditions. Information about this service is available via the university's disabled student support page.

PLPs requiring advice or information to facilitate reasonable adjustments in practice contact the student's link tutor at the university in the first instance. The linking member of staff is supported by the student support adviser and disability coordinators for the programme.

Students are encouraged to record any reasonable adjustments and alert practice assessors and practice supervisors to them. Students are encouraged at both university and practice inductions to disclose their needs as soon as possible to ensure appropriate support.

PLPs and students confirm their understanding of these collaborative processes and share examples of where adjustments or processes have been put in place to support their learning. Students tell us that they feel well supported by SHU and their PLPs.

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

- intended field of SCPHN practice, SCPHN PHN practice or (R3.6.1)  
**MET**  **NOT MET**  **N/A**

R3.6.1 is met. Documentary evidence indicates that students can achieve programme competencies through access to a variety of practice placements in PLP organisations. PLPs and the programme team confirm there's a range of placements available. There are practice learning experiences in the programme which are designed to facilitate students meeting a diverse range of people in

practice and community settings. Students tell us they're confident that they can achieve all their learning outcomes.

Programme documentation demonstrates that students receive feedback from their practice assessor, practice supervisor and academic assessor at specific stages as identified within the PAD. The assessment and feedback process considers the student's individual learning needs including reasonable adjustments and support needs. Students confirm this and tell us they also obtain feedback from PUSCs in practice.

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

N/A

An SPQ programme isn't proposed.

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

YES  NO

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

YES  NO

### Outcome

**Is the standard met?**

MET  NOT MET

Discussions with PLPs at the visit doesn't provide assurance that the governance arrangements for applicants who are self-funded or self-employed are fully understood and implemented by all stakeholders.

Condition three: Provide evidence to confirm PLPs are aware of the governance processes required for non-NHS, self-funded and self-employed applicants. (SPRP R1.3, R1.5, R3.1) (NMC and university condition)

**Date:** 11 June 2024

### Post event review

**Identify how the condition(s) is met:**

Condition three: SHU provide a recruitment flow chart for non-NHS, self-funded and self-employed applicants that identifies the process and makes clear the responsibilities of each stakeholder (SHU, PLP, applicant).

Condition three is met.

Evidence:

Condition three SCPHN evidence, undated

Letter of confirmation of conditions met NMC SCPHN, 5 July 2024

**Date condition(s) met:** 5 July 2024

**Revised outcome after condition(s) met:**

**MET**

**NOT MET**

#### Standard 4: Supervision and assessment

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

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

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

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

R4.4 ensure practice supervisors:

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

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

R4.5 ensure practice and academic assessors:

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

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

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

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

- R4.7 provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:
- R4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.7.2 SCPHN public health nurse,
- R4.7.3 their intended community nursing SPQ in the field of: community children’s nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or
- R4.7.4 other specified field(s) of community nursing SPQ in health and social care
- R4.8 ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met
- R4.9 assess the student’s suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:
- R4.9.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.9.2 SCPHN public health nurse practice,
- R4.9.3 their intended SPQ in the field of: community children’s nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, and/or
- R4.9.4 other specified field(s) of community nursing SPQ in health and social care practice.

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

*Standards for student supervision and assessment*

### Findings against the standards and requirements

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

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

**MET**  **NOT MET**

R4.1 is met. Programme documentation demonstrates that SHU have robust procedures and policies in place around support, supervision, learning opportunities and assessment of students’ performance. The programme team and PLPs tell us about the partnership they engage in to ensure support,



supervision, learning and assessment complies with the requirements of the SFNME and the SSSA within the programme. They also confirm that any concerns identified in practice learning environments are managed in partnership.

Students tell us they're always allocated a practice supervisor, practice assessor and academic assessor. Information on practice assessors and practice supervisors is provided within the PAD for students. Meetings with the academic assessors, practice assessors and practice supervisors confirm that they receive appropriate preceptorship and induction; this includes training for EDI.

The senior team tell us that there are sufficient resources to support the programme. The programme lead is a SN with a SCPHN qualification recorded on the NMC register.

Placement audits document any adverse issues or concerns raised through student feedback or professional, regulatory and statutory bodies which may affect student learning within placement opportunities. Action plans with associated timings and assignments are reviewed collaboratively during programme management team meetings. PLPs and the programme team confirm this to us during the visit.

An external examiner with due regard is appointed to the programme.

Students tell us they've the opportunity to feedback throughout the programme and tell us their feedback is considered.

- 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. Programme documentation and discussions at the visit demonstrate that the department has identified suitably qualified staff within the programme teaching team to be academic assessors and has prepared them to carry out this role. A comprehensive and collaborative approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice assessors and academic assessors that support SCPHN student learning and assessment is evidenced through stakeholder engagement and the practice assessment handbook.

Evidence is provided of liaison days, five per year, to discuss the process involved in supporting students. Face-to-face training sessions are provided at the beginning of each academic year for all current practice assessors and practice supervisors to introduce the SCPHN PAD, including recent updates and changes.

The opportunity to attend objective structured clinical examinations is offered to the practice community so that they can contribute to the summative assessment. All PLPs use the SCPHN PAD to ensure consistency of the assessment process.

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

**MET**  **NOT MET**

R4.3 is met. There's documentary evidence that practice assessment and academic assessment comply with the SSSA. The PAD sets out the roles and responsibilities of the practice supervisor, practice assessor and academic assessor. All students are allocated a SCPHN practice supervisor, practice assessor and academic assessor to support their learning and assessment in practice and confirm their progression. Documentary evidence confirms that the SPSCPHN are mapped to programme learning outcomes and are assessed within the PAD. Placement agreements between SHU and PLPs confirm that the SSSA are implemented and resources are in place to support all students on the programme.

Progress meetings occur in each trimester between the student, practice supervisor, practice assessor and academic assessor. This provides an opportunity to discuss learning opportunities in practice and student progress towards the SPSCPHN in practice learning.

Discussion with the programme team, PLPs and students confirm their understanding of the SSSA and implementation in the programme.

**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 the visit confirm that there's a process to ensure that students are assigned to an experienced registered SCPHN for the student's field of practice. These requirements are set out in the PAD and the practice assessment handbook. PLPs confirm these arrangements by submitting a verification form as part of the admission process. Educational placement audits confirm that appropriate and sufficient practice assessors and practice supervisors are available within the placement areas.

- 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 states that there may be exceptional circumstances where the same person needs to fulfil the role of practice supervisor and practice assessor for a part of the SCPHN programme. In these instances, the student, practice supervisor, practice assessor and SHU evidence why it's necessary for the practice supervisor and practice assessor roles to be carried out by the same person. These circumstances are managed on a short-term basis until a new practice supervisor or practice assessor is identified. SHU monitor the student learning experience and an action plan is developed with the PLP to ensure the exceptional circumstance is resolved within an agreed timeframe. The programme team confirm these arrangements and tell us this is recorded in the PAD.

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

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

- their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse (R4.7.1) YES  NO  N/A
- SCPHN public health nurse (R4.7.2) YES  NO  N/A

A SCPHN public health nurse route isn't proposed.

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

An SPQ programme isn't proposed.

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

An SPQ programme isn't proposed.

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

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

- their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse (R4.9.1) YES  NO  N/A
- SCPHN public health nurse practice (R4.9.2) YES  NO  N/A

A SCPHN public health nurse route isn't proposed.

<ul style="list-style-type: none"> <li>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</li> </ul> <p style="text-align: right;">N/A <input checked="" type="checkbox"/></p> <p>An SPQ programme isn’t proposed.</p> <ul style="list-style-type: none"> <li>other specified field(s) of community nursing SPQ in health and social care practice (R4.9.4)</li> </ul> <p style="text-align: right;">N/A <input checked="" type="checkbox"/></p> <p>An SPQ programme isn’t proposed.</p>
<p>Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to supervision and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to supervision and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p><b>Outcome</b></p> <p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 11 June 2024</p>
<p><b>Post event review</b></p> <p>Identify how the condition(s) is met:</p> <p>N/A</p> <p>Date condition(s) met:</p> <p>N/A</p> <p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>

<p><b>Standard 5: Qualification to be awarded</b></p> <p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R5.1 ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters’ level</p> <p>R5.2 inform the student that the SCPHN award must be registered with us within five years of successfully completing the programme and if they fail to do so</p>
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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)  
YES  NO  N/A
- Processes are in place to inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration (R5.3)  
N/A

An SPQ programme isn't proposed.

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

YES  NO  N/A

The V300 programme isn't part of the proposed SCPHN programme.

- 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

The V300 programme isn't part of the proposed SCPHN programme.

**Fall Back Award**

If there is a fall back exit award with registration as a SCPHN all NMC standards and proficiencies are met within the award

YES  NO  N/A

There's no fall back exit award with registration as a SCPHN HV or SN.

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: 11 June 2024

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET  NOT MET

N/A



**Section four**

**Sources of evidence**

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't included in the proposed programme.		
List additional documentation: Post visit evidence to meet conditions: Condition one SCPHN evidence, PUSC involvement plan, undated Condition two SCPHN evidence, IPL and collaborative teaching, undated Condition three SCPHN evidence, undated Condition four SCPHN evidence, undated Letter of confirmation of conditions met NMC SCPHN, 5 July 2024		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<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: Four HV students, current programme, September 2023 One SN student, current programme, September 2023		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't included in the proposed programme.		
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 checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: Nottingham Healthcare NHS Foundation Trust, CQC report, 25 November 2022 Derbyshire Community Health Services NHS Foundation Trust, CQC report, September 2016 Barnsley Metropolitan Borough Council (0-19 Public Health Nursing Services), CQC report, 22 December 2021 Lincolnshire Community Health services NHS Trust, CQC report, September 2018 Sheffield Children's NHS Foundation Trust, CQC report, November 2022 Rotherham, Doncaster and South Humber NHS Foundation Trust CQC report, February 2020		
If you stated no above, please provide the reason and mitigation: SHU is an established AEI and a resource check isn't required.		
Additional comments: None identified.		

### **Mott MacDonald Group Disclaimer**

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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):	Patricia Burrows Mary Rooke	Date:	24 June 2024
Checked by:	Ian Felstead-Watts	Date:	26 June 2024
Submitted by:	Amy Young	Date:	31 July 2024
Approved by:	Natasha Thompson	Date:	31 July 2024