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assurance of nursing, midwifery and
nursing associate education.

Programme approval report

Section one

Programme provider name:	University of Stirling
Programmes reviewed:	**Specialist community public health nursing:** Health visiting ☒ Health visiting with integrated independent and supplementary prescribing (V300) ☐ School nurse ☐ School nurse with integrated independent and supplementary prescribing (V300) ☐ Occupational health nurse ☐ Occupational health nurse with integrated independent and supplementary prescribing (V300) ☐ Public health nurse ☐ Public health nurse with integrated independent and supplementary prescribing (V300) ☐ **Specialist community public health nursing (NMC 2022) apprenticeship:** Health visiting apprenticeship ☐ Health visiting with integrated independent and supplementary prescribing (V300) apprenticeship ☐ School nurse apprenticeship ☐ School nurse with integrated independent and supplementary prescribing (V300) apprenticeship ☐

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	Occupational health nurse apprenticeship ☐ Occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship ☐ Public health nurse apprenticeship ☐ Public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship ☐
Title of programme(s):	PGDip Specialist Community Public Health Nursing (Health Visiting)
Academic levels:	
SCPHN health visiting	England, Wales, Northern Ireland ☐ Level 7 SCQF ☒ Level 11
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN school nurse	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN school nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN occupational health nurse	England, Wales, Northern Ireland ☐ Level 7

	SCQF ☐ Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN public health nurse	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN health visiting apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN school nurse apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11

SCPHN occupational health nurse apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
Date of approval visit:	9 April 2024
Programme start date:	
SCPHN health visiting	16 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	
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	

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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	
QA visitor(s):	Registrant Visitor: Rachael Spencer Lay Visitor: Priscilla McGuire

Section two

Summary of review and findings
The University of Stirling (UoS) is an established, approved education institution (AEI). The faculty of health sciences and sport (the faculty) is seeking approval for a specialist community public health nursing (SCPHN) programme with a single health visiting (HV) field. The proposed programme is delivered full-time and part-time at Scottish Credit and Qualifications Framework (SCQF) level 11. Students exit the programme with a postgraduate diploma (PGDip) that confers eligibility to apply for registration as a SCPHN. There's an optional dissertation module available that enables students to complete a master's degree and this confers academic award only. The programme doesn't include an integrated independent and supplementary prescribing (V300) award. Entry to the programme is open to current Nursing and Midwifery Council (NMC) registered first level nurses or midwives who demonstrate the capability to study at SCQF level 11 through written application and interview. Applicants undertake joint UoS and practice learning partner (PLP) interviews as part of the selection process. The proposed programme is developed to meet the Standards of proficiency for specialist community public health nurses (SPSCPHN) (NMC, 2022). Successful completion provides eligibility to register with the NMC as a SCPHN HV. There's no fall back exit award leading to NMC SCPHN HV registration. Supervised and assessed placements are undertaken with a range of PLPs. There are contractual arrangements in place to ensure safe and quality student learning in line with regulatory standards. There are PLP processes in place to verify that HVs have completed the required preceptorship period and appropriate preparation to act as practice supervisor and/or practice assessor for SCPHN HV students. The UoS's partnership in education policy sets out the strategy, principles and terms of reference for involving people who use services and carers (PUSCs) in the development of programmes. The policy lists various involvement opportunities including teaching, recruitment and student assessment. Documentary evidence and meetings during the visit confirm that the programme team has engaged with students, PUSCs, practice assessors, practice supervisors and PLPs. There's a balance of theory and practice learning. The theoretical programme is delivered mainly face to face with technology and simulation to enhance blended learning. For students studying full-time, the UoS has designed a 45-week programme. The part-time route is completed over a two-year period. The theoretical elements of the programme are delivered from the UoS main campus in Stirling.

There's a HV specific practice assessment document (PAD) co-produced with PUSCs and students. The UoS have adapted the pan-London SCPHN PAD for implementation in their proposed programme and it's therefore UoS programme specific. There's a context document to guide students and practice assessors with achievement of the SPSCPHN. The context document indicates which proficiencies may be best assessed within each learning period, however it confirms that they may be achieved at any point during the programme. Whistleblowing and mandatory training policies are also signposted within this document.

The UoS has established processes in place to ensure the quality and continuous improvement of education in theory and practice learning. 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's reports.

The UoS confirm their scrutiny of equality, diversity and inclusion (EDI) data at university, programme and module level to identify any differential attainment. The awarding gap is monitored for the percentage of first and upper second-class honours degrees awarded to black and minority ethnic students compared to white students. Students are encouraged to share inclusion plans with academic and practice learning staff to ensure that reasonable adjustments are made.

The approval visit is undertaken by remote means.

Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) as conditions apply.

The Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) are met at programme level.

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

Updated 20 May 2024:

The UoS provide documentation to meet the joint conditions. The conditions are now 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: The AEI must provide written placement agreements between the AEI and associated PLPs that support accountability for the delivery and quality assurance of the SCPHN programme. (SFNME R2.1, R2.5) (NMC and university condition) **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** Condition two: The programme team must provide a documented plan in partnership with PLPs that demonstrates the opportunities, arrangements and governance structure that's in place to support practice-based learning for self-employed and self-funded applicants. (Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023) R1.3, R1.5, R3.1) (NMC and university condition)
Date condition(s) to be met:	21 May 2024

Recommendations to enhance the programme delivery:	Recommendation one: Consider strengthening the preparation and support of PUSCs involved in student recruitment and selection including EDI. (SFNME R2.6, R2.7)
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	

Commentary post review of evidence against conditions:

The UoS submit written placement agreements between the AEI and associated PLPs that support accountability for the delivery and quality assurance of the SCPHN programme. Condition one is met.

The programme team submit a documented plan to demonstrate the opportunities, arrangements and governance structure that's in place to support practice-based learning for self-employed and self-funded applicants. Condition two is met.

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	20 May 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)

NMC Programme standards
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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and meetings during the visit confirm stakeholder support for the proposed programme. The UoS is an established SCPHN programme provider for HVs and has effective partnerships with local PLPs. There's clear PLP support for the proposed programme. However, documentary evidence of signed placement agreements between the AEI and associated PLPs don't meet the SCPHN programme requirements as they relate to pre-registration programmes. (Condition one)

There's documentary evidence of programme co-production with PLPs and PUSCs. Notes of programme meetings and PLP representatives at the visit confirm that key curriculum decisions are discussed and made in partnership.

At the visit, senior PLP representatives confirm that students are given protected learning time to undertake the placements and to study for the duration of the programme. They confirm partnership working with the UoS to ensure there are sufficient practice assessors and practice supervisors to support the anticipated student numbers.

Documentary evidence and meetings during the visit assure us that the UoS has a well-developed strategy for the involvement of PUSCs. This is supported by an action plan which is regularly monitored. As a result, PUSCs participate in a range of activities that support the development, delivery and improvement of the programme. PUSCs also support the design of new modules, for example one

PUSC tells us about being involved in the design of the 'complex health needs of children' module. PUSCs also deliver masterclasses on specific topics, for example a father's experiences of parenting and coping with the diagnosis of a child with a genetic health condition. PUSCs tell us about sharing with students their experiences of engaging with HVs. At the visit, students tell us they particularly enjoy theory sessions delivered by PUSCs. One student describes how they apply learning from a masterclass on Down's syndrome to the care of a family.

PUSC representatives we meet tell us they're involved in designing questions for student interviews. Although they don't yet receive formal training from the UoS in EDI issues, PUSCs are well aware of how these issues affect families and the work of HVs. For example, they share with us their understanding of the importance of the use of language when communicating with parents about the specific health needs or disabilities of their children. The programme team tell us they recognise the need to increase support for PUSCs and plan a development day in the summer which will incorporate training in various aspects that relate to the programme, including EDI. (Recommendation one)

The UoS demonstrates effective partnership working with students. Documentary evidence and discussion at the approval visit confirm that students are involved in programme development and ongoing monitoring and evaluation. Students confirm that the programme team is responsive to their feedback and they feel listened to. They give examples of increased theory sessions on child development and reduced time spent on alternative practice experiences in response to their feedback. They tell us that the programme prepares them effectively for SCPHN practice and they're well supported in the practice learning environment. Students confirm they evaluate all modules and complete placement evaluations.

Documentary evidence and the visit confirm that the UoS's approach to teaching and learning meets the needs of SCPHN students, including those who live at geographical distance to the campus. The approach is set out in the learning, teaching and assessment strategy. Students tell us that some sessions are facilitated as a hybrid approach (online and face to face on campus). During the visit students confirm that, irrespective of their geographical location, they feel part of a learning community. They tell us that they use drop-in sessions, group work and other opportunities to remain connected with each other and with the programme team.

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** ☒

Documentary evidence of signed placement agreements between the AEI and associated PLPs doesn't meet the SCPHN programme requirements as they relate to pre-registration programmes.

Condition one: The AEI must provide written placement agreements between the AEI and associated PLPs that support accountability for the delivery and quality assurance of the SCPHN programme. (SFNME R2.1, R2.5) (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: Written agreements are submitted between the AEI and associated PLPs that support accountability for the delivery and quality assurance of the SCPHN programme. Condition one is met. Evidence: Written agreement between UoS and Highland Council, 8 May 2024 Written agreement between UoS and NHS Forth Valley, 10 May 2024 Written agreement between UoS and NHS Tayside,17 May 2024 Written agreement between UoS and NHS Western Isles, 2 May 2024
Date condition(s) met: 20 May 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** ☒ V300 isn't included as an element of the proposed SCPHN HV 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. For NHS registered nurses or midwives, there's evidence to demonstrate that the UoS collaboratively works with their PLPs in the recruitment and selection process, with adverts, job descriptions and shortlisting criteria available.

At the visit, the programme team and senior PLP representatives are unclear of the governance structure required to support practice learning for self-funded and self-employed applicants, including contractual arrangements. There's currently no clear governance to enable opportunities for self-employed or self-funded nurses or midwives to apply for a SCPHN practice learning environment placement. The governance process between PLPs and the UoS that enables opportunities for eligible self-employed or self-funded applicants to undertake safe, quality SCPHN HV practice learning experiences with existing or new PLPs needs to be made clear. (Condition two)

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

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

R1.5 is not met. There's documentary evidence of a governance structure that provides senior AEI oversight of the quality of practice learning. The requirement for protected learning time is communicated through practice facing programme documents. At the visit, senior PLP representatives confirm support for protected learning time.

PLPs work in partnership with the UoS to confirm they're allocating appropriately qualified and prepared practice supervisors and practice assessors for each of their students. There are PLP processes in place to verify that HVs have completed the required preceptorship period and appropriate preparation to act as practice assessor or practice supervisor for SCPHN students. This includes confirming the availability of suitably prepared practice assessors and practice supervisors through educational audit.

At the visit, the programme team are unclear of the governance structure required to support practice learning for self-funded and self-employed applicants, including contractual arrangements. There's currently no clear governance to enable opportunities for self-employed or self-funded nurses or midwives to apply for a SCPHN practice learning environment placement. The governance process between PLPs and the UoS that enables opportunities for eligible self-employed or self-funded applicants to undertake safe, quality SCPHN HV practice learning experiences with existing or new PLPs needs to be made clear. (Condition two)

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

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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 programme doesn't offer admission to the V300 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 programme doesn't offer admission to the V300 programme.

Proposed transfer of current students to the programme under review

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

The UoS aren't proposing to transfer current SCPHN HV students to the new
programme. There are currently no students interrupted from the programme.
Trailing students will be transitioned to the proposed new programme using an
individualised mapping exercise.

| **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.**

There's no transfer of existing SCPHN students proposed. The SSSA is
implemented within the current programme.

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 ☒**

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There's currently no clear governance to enable opportunities for self-employed or self-funded nurses or midwives to apply for a SCPHN practice learning environment placement. The governance process between PLPs and the UoS that enables opportunities for eligible self-employed or self-funded applicants to undertake safe, quality SCPHN HV practice learning experiences with existing or new PLPs needs to be made clear.

Condition two: The programme team must provide a documented plan in partnership with PLPs that demonstrates the opportunities, arrangements and governance structure that's in place to support practice-based learning for self-employed and self-funded applicants. (SPRP R1.3, R1.5, R3.1) (NMC and university condition)

Date: 9 April 2024

Post event review
Identify how the condition(s) is met: Condition two: The programme team submit a documented plan to demonstrate the opportunities, arrangements and governance structure to support practice-based learning for self-employed and self-funded applicants. The applicant negotiates with the appropriate health board and a decision is made if a practice placement can be offered. Requirements include meeting the SSSA and the ability to provide protected learning time. Applicants are responsible for paying fees in full.   Condition two is met.   Evidence: Flowchart for partnership plan, May 2024   Partnership plan to support self-employed and self-funded applicants, undated
Date condition(s) met: 20 May 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

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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)

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YES ☐   **NO** ☐   **N/A** ☒

The programme doesn't offer admission to the V300 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 <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

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

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

MET ⊠   **NOT MET** ☐   **N/A** ☐

R2.6.1 is met. Documentary evidence and meetings at the visit confirm there's general and professional content necessary to meet the core and field SPSCPHN for HV. The PGDip programme comprises 120 credits, all modules are compulsory and all assessment elements are required to be passed. The programme comprises six modules which focus on safeguarding, leadership and research, supporting families with complex health needs, public health practice and child development and attachment. General content also includes academic writing and study skills workshops to facilitate transition to level 11 study.

The UoS provide a mapping document illustrating how the core and field specific SPSCPHN are met. There's a PAD for the HV students to meet core and field specific SPSCPHN. All elements of the programme and the field specific PAD must be completed to demonstrate that the SPSCPHN are met by the end of the programme. There's no compensation in theory or practice.

- 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 is met. Module specifications and their overviews detail content to meet the needs of HV practice. The dissertation forms the final academic module of the programme and requires students to devise an action research proposal to improve or enhance HV practice. Each module is mapped to demonstrate the achievement of overall programme outcomes. There's a team of three SCPHN HVs to support the delivery of the programme. Subject specialist guest lecturers also contribute to the programme, for example paediatricians, solicitors and psychologists.

- 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. Documentation and meetings during the visit confirm that the philosophy of teaching is learner-centred, allowing students to develop theory-based knowledge through a variety of teaching and learning strategies. The programme specification and module outlines confirm that the curriculum provides a balance of theory and practice learning opportunities. For students studying full-time, the UoS has designed a 45-week programme to allow for a balance of theory and practice learning opportunities. The part-time route is completed over a two-year period.

Programme documentation confirms that a range of learning and teaching strategies are used. This includes lectures, seminars, tutorials, online digital learning, practice learning and guided independent study. Students tell us that some sessions are also facilitated as a hybrid approach (online and face to face on

campus) which is helpful given the geographical reach of the programme. Practice learning is balanced with theory learning throughout the programme schedule, culminating in a period of practice learning. A year planner is provided for students at the start of the programme.

The programme handbook highlights how students receive formative feedback to support their learning and development throughout the programme. In theory modules, this includes supporting students to engage with assessment tasks and offering feedback within appropriate and agreed timeframes. This feedback may be written, oral or both. Students tell us they value formative feedback as it helps them to develop their writing skills and enhance their summative assessment work. They confirm it helps to identify any additional support needs and measures which need to be put in place. In clinical practice, formative feedback is provided at set points with practice assessors and in regular discussions with practice supervisors.

- 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. Programme documentation and the approval visit confirm technology enhanced and simulated learning is used effectively and proportionately across the curriculum to support learning and assessment. The UoS's virtual learning platform, Canvas, is a programme support area and provides access to a range of resources across modules. Digital fluency is developed through navigating virtual learning environments and utilising a range of learning technologies. These include database searching and Turas digital learning resources (this is NHS Education for Scotland's online learning platform). Resources include infant feeding and speech, language and communication. There's use of lecture capture software and technology to support interactive learning, including synchronised and asynchronised teaching sessions. Students receive an induction session and ongoing support to use the platform.

Simulation is included within the overall learning and teaching strategy. There's a faculty learning technology and design specialist who works with the programme team. The programme team tell us of their plans to use high- and low-fidelity simulation, including the use of video recording for reflection and feedback, knitted breasts to support infant feeding teaching and a simulation of a child planning meeting. Simulated learning is used to support students in practising clinical skills through rehearsal in a safe environment and isn't used to substitute practice learning in the clinical environment.

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)

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	YES ☐	NO ☐	N/A ☒

The programme isn't delivered in Wales.

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

  YES ☒   NO ☐

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

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

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

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MET ☐   **NOT MET** ☒

R3.1 is not met. Documentary evidence and meetings at the visit confirm that there are suitable and effective arrangements and governance for practice learning in place for current SCPHN HV students. The UoS have processes in place to monitor and quality assure practice learning opportunities that enable students to develop, progress and meet the SPSCPHN for HV in settings that comply with the SSSA requirements.

There's ongoing monitoring by the programme team for the duration of the student's placement. Processes are in place to support feedback from student placement evaluations and to review and respond to any student concerns or external quality assurance issues. The programme team tell us that strong communication networks are in place with PLPs. Practice supervisors and practice assessors are invited to programme specific preparation sessions at the UoS each semester to prepare them for the programme requirements and familiarise them with the PAD and SPSCPHN. There are regular practice visits by academic assessors to students in placement which are recorded in the PAD.

At the visit, meetings with the programme team, senior UoS and PLP representatives confirm they've not yet considered how they'll enable opportunities for self-employed or self-funded applicants to apply for practice learning placements. There's currently no clear governance to enable opportunities for self-employed or self-funded nurses or midwives to apply for a SCPHN practice learning environment placement. The governance process between PLPs and the UoS that enables opportunities for eligible self-employed or self-funded applicants to undertake safe, quality SCPHN HV practice learning experiences with existing or new PLPs needs to be made clear. (Condition two)

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

MET ☒   **NOT MET** ☐

R3.2 is met. Documentary evidence and meetings at the visit confirm that all SCPHN HV students have an allocated placement area with an identified practice assessor and practice supervisor agreed in partnership with the employing PLP. Students are provided with guidance contained in the programme handbook and their PAD. Student documentation confirms the responsibilities of students for their own learning and development through self-assessment and reflective practice, as well as their responsibilities in the escalation of any issues. Documentation, including the programme handbook and programme specification, emphasises the importance of the tripartite relationship between the student, practice assessor and academic assessor.

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Placement audits are undertaken in all placements to ensure there are sufficient practice assessors and practice supervisors and SCPHN learning opportunities. Placement visits are undertaken by academic assessors each semester to ensure there's appropriate supervision arrangements for the student and to confirm there's a conducive learning environment. There's a template document to support these visits which enables a record of the visit and the discussion between the practice assessor, practice supervisor, academic assessor and the student.

Students are expected to engage in self-assessment and reflective activities following formative and summative assessment learning periods. It's the students' responsibility to gain feedback from the PUSCs they're working with using an agreed form within the PAD. Students we meet tell us they're clear about their responsibilities within the programme. They confirm use of student documentation and are aware of the published process for raising concerns.

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 confirm that practice learning opportunities are provided to allow HV students to develop, progress and meet the SPSCPHN. The governance of placements includes an educational placement audit to assess that the range of learning opportunities available meets the needs of students. Opportunities for additional practice learning experiences include speech, language and communication specialists and infant feeding co-ordinators. Students, practice assessors and practice supervisors tell us there's a range of practice learning opportunities available to support achievement of the SPSCPHN.

PADs require the ongoing achievement of the SPSCPHN to be monitored at tripartite progress review meetings held with the student, practice assessor and academic assessor. Action plans are included for development if students require additional support in their progress and achievement. There are formative assessment opportunities included in the PAD and a summative assessment at the end of the programme. The UoS confirm that although SCPHN students engage in simulated learning activities, all core and field SPSCPHN are assessed and met in practice via the PAD. Students record a range of evidence to demonstrate each SPSCPHN, including observation and discussion. The UoS have adapted the pan-London SCPHN PAD for implementation in their proposed programme. The PAD is therefore UoS programme specific. The UoS provide a context document to guide students and practice assessors with achievement of the SPSCPHN and indicates which proficiencies may be best assessed within each learning period. The context document confirms that SPSCPHN may be

achieved at any point during the programme and signposts whistleblowing and mandatory training policies. The ongoing achievement record (OAR) captures the monitoring and confirmation of overall achievement of the SPSCPHN by the end of the programme.

- SCPHN public health nurse (R3.3.2)

    MET ☐   **NOT MET** ☐   **N/A** ☒

A SCPHN public health nurse qualification isn't proposed.

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

    N/A ☒

An SPQ programme isn't proposed.

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

    N/A ☒

An SPQ programme isn't proposed.

Evidence provides assurance that the following QA approval criteria are met:
• There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R3.4)   **YES** ☒   **NO** ☐

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

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

    MET ☒   **NOT MET** ☐

R3.5 is met. Documentary evidence and students at the approval visit confirm that students' individual learning needs and personal circumstances are considered when practice learning is allocated. All students with disabilities, physical and mental health conditions and specific learning difficulties have a reasonable adjustment plan in place. Students are aware of their responsibility to share a reasonable adjustment plan with their practice assessor and practice supervisor to

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facilitate reasonable adjustments in the practice learning environment. PLPs we meet also tell us they encourage students to share reasonable adjustment plans.

The student handbook clearly signposts a wide range of support available to students, for example academic and information technology support and access to disability and inclusion services. There's regular scheduled review of student progress, including action planning to identify students who require additional support.

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

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

MET ☒ **NOT MET** ☐ **N/A** ☐

R3.6.1 is met. Documentary evidence and the programme team confirm that theory and practice learning increases in complexity throughout the programme. For example, the 'autonomous HV practice' module runs across the whole programme and commences with a focus on the normal, healthy child and family, with later progression to complex cases and problem solving.

The programme schedule and student handbook provide students with a clear overview of theory and practice learning tailored to each semester in the programme. The programme and PAD are designed to support the student to progress through increasing complexity from universal through to complex principles. There are several practice learning activities which aim to guide the students into learning from experience. These commence with an initial self-assessment against the SPSCPHN. Central to this is a practice placement with a wide range of opportunities that are supported by a practice supervisor and practice assessor.

Documentary evidence demonstrates that practice learning is integrated and structured into three practice learning periods during both the full- and part-time programme routes. Practice learning is structured by students' self-assessment and discussion of learning needs with practice supervisors and practice assessors, including opportunities for formative feedback and development. The PAD provides opportunities each semester for student self-assessment and planning as well as tripartite reviews with students, practice assessors and academic assessors. The UoS offers structured support and resources for students requiring additional support.

Students are supported with an action plan if their progress causes concern at the formative assessment point or if they fail the summative assessment. Review meetings are also held when necessary, for example where the student, practice

assessor or academic assessor perceives that the student is struggling. If students don't achieve a pass at the final summative point, a reassessment opportunity is granted by the examinations board in consultation with the PLP. In this case, a further assessment period is provided.

- 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** ☒

There's currently no clear governance process to enable opportunities for self-employed or self-funded nurses or midwives to apply for a SCPHN practice learning environment placement.

Condition two: The programme team must provide a documented plan in partnership with PLPs that demonstrates the opportunities, arrangements and governance structure that's in place to support practice-based learning for self-employed and self-funded applicants. (SPRP R1.3, R1.5, R3.1) (NMC and university condition)

Date: 9 April 2024

Post event review

Identify how the condition(s) is met:

Condition two: The programme team submit a documented plan to demonstrate the opportunities, arrangements and governance structure to support practice-based learning for self-employed and self-funded applicants. The applicant negotiates with the appropriate health board and a decision is made if a practice placement can be offered. Requirements include meeting the SSSA and the ability to provide protected learning time. Applicants are responsible for paying fees in full.

Condition two is met.

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Evidence: Flowchart for partnership plan, May 2024 Partnership plan to support self-employed and self-funded applicants, undated
Date condition(s) met: 20 May 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

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

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

R4.7.2 SCPHN public health nurse,

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

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

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

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

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

R4.9.2 SCPHN public health nurse practice,

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

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

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

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

MET ☒   **NOT MET** ☐

R4.1 is met. Documentary evidence and the visit confirm that student support, supervision, learning and assessment complies with the SFNME. The PGDip SCPHN award is achieved on successful completion of all programme modules and achievement of 120 credits at level 11. There's a PAD which provides an OAR

of all the SPSCPHN in practice. The programme team confirm that students must pass all theory and practice assessments within the programme and there's no compensation.

The UoS and their PLPs have robust processes in place for the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice assessors and academic assessors to support SCPHN students. Students are allocated a SCPHN HV registered practice supervisor and practice assessor for the duration of the programme. There are processes to support individual students' learning needs in theory and practice. There's student signposting to UoS resources that support student health and wellbeing, including support for those requiring reasonable adjustments.

Self-declarations by practice supervisors and practice assessors confirm they fulfil the requirements for SCPHN preceptorship. Practice assessor and practice supervisor preparation is recorded by the PLP. Records of confirmed practice supervisors and practice assessors are included in educational audits. Practice assessors and practice supervisors tell us they're well supported and have opportunities provided for their ongoing development.

The programme team confirm that SCPHN students are allocated to academic assessors who are SCPHN registrants and have undertaken a period of preceptorship as a SCPHN in preparation for the role of academic assessor.

There are processes in place for students and practitioners to raise and escalate concerns. At the visit, the programme team confirm they receive ongoing information about placement quality from PLPs. They confirm the process of exceptional reporting to the NMC for ongoing risks.

The faculty's learning and teaching committee provides oversight of the student experience, including student support. The student handbook outlines the range of support that's available to students, including pastoral and academic support from personal tutors and at a wider institutional level. Students tell us they feel well supported by the programme team and the UoS. One student describes the counselling support received following a bereavement. Documentary evidence and students at the visit confirm that practice learning is evaluated. Students tell us they're well supported by practice assessors and practice supervisors.

There's documentary evidence of the UoS's fitness to practise procedures. At the visit, senior UoS and PLP representatives confirm that as SCPHN students are registrants, employers are involved in the process and relevant outcomes are shared. There's escalation to the NMC where required. All students confirm they declare good health and character at the beginning and end of the programme.

- There is evidence to confirm that the education institution and their practice learning partners liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise

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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. The UoS has robust processes in place to prepare and support
practice supervisors, practice assessors and academic assessors prior to and
throughout the programme. PLPs work in partnership with the UoS to confirm
they're allocating appropriately qualified and prepared practice supervisors and
practice assessors for each of their students. PLPs confirm that SCPHN students
are allocated to practice supervisors and practice assessors who are SCPHN
registrants and have received preceptorship and preparation to undertake the role.
Initial preparation for the role of practice supervisor and practice assessor is
provided by the clinical practice leads in each PLP. This is complemented by
further preparation delivered by the programme team.

There are additional study days each semester provided by the programme team
to provide programme updates and information for all practice assessors and
practice supervisors. Senior representatives from the PLPs we meet confirm their
support for practice assessors and practice supervisors to attend. Practice
assessors and practice supervisors tell us they're well supported in their roles.
Students are provided with guidance contained in the programme handbook, the
UoS SCPHN PAD context document and their PAD about the roles and
responsibilities of practice supervisors, practice assessors and academic
assessors.

Senior AEI representatives and the programme team confirm that new academic
staff receive preparation for the SCPHN academic assessor role.

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

MET ☒   **NOT MET** ☐

R4.3 is met. Documentary evidence and meetings during the approval visit confirm
that practice supervision, practice assessment and academic assessment
complies with the SSSA. The programme team, PLPs and students confirm that
they're allocated a practice supervisor, practice assessor and academic assessor
in line with the SSSA and SPRP. The programme team and senior PLP
representatives confirm that the process of placement allocation includes checking
and recording that academic assessors, practice assessors and practice
supervisors meet all professional, preceptorship and preparation requirements.
This is confirmed through each PLP's register and the educational audit process.
Documentary evidence and meetings with stakeholders confirm that students and
practice assessors are supported by academic assessors at tripartite review
meetings. Placement visits are undertaken by the academic assessor to support
student supervision.

![NMC Nursing & Midwifery Council]

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![Mott MacDonald]

The PAD provides opportunities for regular liaison between practice supervisors and practice assessors. The overall confirmation of proficiency is agreed between academic assessors and practice assessors as part of the summative practice assessment process. Achievement of all theory and practice learning is confirmed in the OAR.

Students who require a reasonable adjustment are encouraged to disclose this, preferably on entry to the programme or to their academic assessor, to enable appropriate measures to be adopted. This is then managed through a reasonable adjustment plan.

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

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

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

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

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

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

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

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MOTT MACDONALD

R4.6 is met. The UoS and PLPs work in partnership to allocate students to a practice assessor who's an experienced SCPHN HV. There's a clear student allocation process which is triangulated against information in the educational audit document. Senior PLP representatives, practice assessors and practice supervisors confirm during the visit that there's a required period of preceptorship within each organisation. PLPs confirm that SCPHN students are allocated to practice supervisors and practice assessors who are SCPHN registrants and have received preparation to undertake the role. The programme team and senior PLP representatives confirm that new SCPHN practice assessors are supported by an experienced SCPHN practice assessor prior to assessing a student independently. Practice assessors and practice supervisors confirm the close working relationship with the UoS, including regular meetings with academic assessors and ongoing support with the supervision and assessment of students.

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

    MET ☒   **NOT MET** ☐

R4.6.1 is met. Documentary evidence, the programme team and PLPs we meet at the visit tell us there's a process in place to evidence decision-making where, in exceptional circumstances such as temporary absence or sickness, the same person is required to fulfil the role of practice assessor and practice supervisor. The process includes initial identification of the issue with the academic assessor. There's an exploration of options to determine if exceptional circumstances exist or the scenario can be avoided. If exceptional circumstances are identified, the same person fulfilling the role of practice supervisor and practice assessor is agreed on a short-term basis. An action plan is developed and monitored to evidence the decision, ensuring that the student is supported and the exceptional circumstance is resolved within an agreed timeframe. A new practice assessor or practice supervisor is identified if circumstances are unlikely to be resolved in the short-term.

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 qualification 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 qualification isn't proposed.

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

  N/A ☒

An SPQ programme isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

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

Date: 9 April 2024

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

Date condition(s) met:

N/A

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

N/A

Standard 5: Qualification to be awarded

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

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

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

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

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

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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 award isn't included in 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 award isn't included in 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.

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: 9 April 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

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).		
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't presented for approval.		
List additional documentation: Post conditions: Flowchart for partnership plan, May 2024 Partnership plan to support self-employed and self-funded applicants, undated Written agreement between UoS and Highland Council, 8 May 2024 Written agreement between UoS and NHS Forth Valley, 10 May 2024 Written agreement between UoS and NHS Tayside,17 May 2024 Written agreement between UoS and NHS Western Isles, 2 May 2024		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Two alumni students from the full-time 2022/2023 cohort. Three current students from the full-time 2023/2024 cohort.		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't presented for approval.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒

Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: Forth Valley Royal Hospital NHS Forth Valley, Care Quality Commission (CQC) report, 5-7 April 2022 Forth Valley Royal Hospital NHS Forth Valley, CQC report, 27-28 September 2022 Forth Valley Royal Hospital, Larbert, NHS Forth Valley, announced inspection report: ionising radiation (medical exposure) regulations 2017 report, 25-26 October 2023		
If you stated no above, please provide the reason and mitigation: The UoS is an established AEI and visits to practice learning environments and university facilities aren't required.		
Additional comments: None identified.		

Issue record			
Final Report			
Author(s):	Rachael Spencer Priscilla McGuire	Date:	14 April 2024
Checked by:	Sarah Snow	Date:	18 April 2024
Submitted by:	Amy Young	Date:	11 June 2024
Approved by:	Natasha Thompson	Date:	11 June 2024