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Programme approval report

Section one

Programme provider name:	Teesside University
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 ☐
	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 (School Nursing) PgDip Specialist Community Public Health Nursing (Health Visiting) PgDip Specialist Community Public Health Nursing (School Nursing) – Apprenticeship PgDip Specialist Community Public Health Nursing (Health Visiting) – Apprenticeship
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

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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:	23 April 2024
Programme start date:	
SCPHN health visiting	2 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	2 September 2024

SCPHN school nurse with integrated independent and supplementary prescribing (V300)	
SCPHN occupational health nurse	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN public health nurse	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN health visiting apprenticeship	2 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN school nurse apprenticeship	2 September 2024
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: Sean Mackay Lay Visitor: Clementina Aina

Section two

Summary of review and findings

Teesside University (TU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The school of health and life sciences (the school) is an established provider of specialist community public health nursing (SCPHN) education. TU request approval to deliver a 120-credit postgraduate diploma (PgDip) in SCPHN in the fields of health visiting (HV) or school nursing (SN), each with a full-time, part-time and an apprenticeship route.

The programme is delivered at level seven. The PgDip is offered over a 52-week (full-time) and 82-week (part-time) duration. The apprenticeship PgDip is delivered over 78 weeks.

The programme documentation and approval process confirm the programme is developed in partnership with practice learning partners (PLPs), employer partners (EPs), students and people who use services and carers (PUSCs). The programme development includes clear examples in response to student and stakeholder feedback.

The programme is designed to meet the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023) and the TU practice assessment documents (PADs) specific to HV and SN are clearly mapped to the Standards of proficiency for SCPHNs (SPSCPHN) (NMC, 2022). Successful completion provides eligibility to apply for registration as a SCPHN HV or SN. The programme doesn't include the independent and supplementary prescribing (V300) programme. The programme's delivered at the Darlington and Middlesborough campuses. Most of the delivery is face to face, supported by online resources and simulated learning. Simulated learning is used to enable students to rehearse aspects of SCPHN practice and the SPSCPHN, including aspects of inter-professional practice. There's a balance of theory and practice learning with a period of consolidation learning at the end of the programme.

The programme leader is a current SCPHN HV registrant, supported by an academic team including a SCPHN SN and two SCPHN HV registrants.

The EPs are Harrogate and District NHS Foundation Trust, Hartlepool Borough Council and Redcar and Cleveland Borough Council.

Entry to the programme is open to NMC registered first level nurses or midwives who demonstrate the capability to study at level seven. Applicants require a first or second-class honours degree. There's a process for applicants without an honours degree to demonstrate equivalence of level six entry prior to entry. There's also a process to consider direct applications from self-employed and self-funding applicants. Students can follow TU's recognition of prior learning processes.

TU have established processes in place to assure the governance, quality and continuous improvement of education in theory and practice learning. The programme development includes responses to student and stakeholder feedback. There's confirmation of exceptional reporting processes to the NMC where there are risks to the safety and quality of student learning, including relevant outcomes from external regulator reports. The programme team have a strategy to enhance equality, diversity and inclusion (EDI) in recruitment, selection, teaching and assessment. The PLPs/EPs confirm that their staff receive EDI training. Students with additional educational needs have access to additional support during the programme. PUSCs access TU's online EDI training.

Documentary evidence and the approval process confirms that the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018, updated 2023) and the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) are met at programme level.

The approval visit is undertaken face to face.

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

Updated 22 May 2024:

TU provide evidence that the university condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified.

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	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 one: Undertake a comprehensive review of documentation to address inconsistencies as identified by the panel. (University condition)
Date condition(s) to be met:	21 May 2024
Recommendations to enhance the programme delivery:	Recommendation one: The programme team should enhance student and PLP/EP understanding of protected learning time. (SPRP R1.5)
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: TU provide the approval visit report signed by the chair of the panel. This report confirms that the documentary changes identified by the panel are complete. Condition one is met.	
AEI Observations	Observations have been made by the education institution **YES** ☒ **NO** ☐
Summary of observations made, if applicable	Correction to the part-time route duration.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒

	Recommended to refuse approval of the programme ☐
Date condition(s) met:	22 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) *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

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

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

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

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

Documentary evidence and meetings during the approval visit confirm TU is an established SCPHN provider and has effective partnerships with local PLPs and EPs.

Established TU processes provide channels of communication with PLPs and EPs at strategic and operational levels to ensure effective partnership working and co-

production of the programme. There's documentary evidence of meetings between TU and PLPs/EPs, students and PUSCs. At the visit PLPs/EPs, students, PUSCs and the programme team give us examples of programme decisions made in co-production. These include the non-inclusion of the V300 module, the programme length, the balance of theory and practice, the length of alternative learning experience and the development of the PADs.

PLPs and EPs confirm their support for the programme and agree to protected learning time. TU and PLPs/EPs agree to maintain the supernumerary status of students. Practice supervisors and practice assessors tell us they're involved in programme development, including the structure of the two new PADs and that TU are working with them to enhance understanding of the new SPSCPHN.

PLPs/EPs and the programme team confirm they're proactive if student concerns or practice learning issues are raised and that they work in partnership to resolve issues in a timely manner. Processes are clearly detailed in student, practice supervisor and practice assessor facing documents, including a fitness to practise policy. Action plans are initiated at a tripartite meeting if a student isn't progressing to meet the SPSCPHN.

Student feedback in focus groups informs the development of the new programme, including the structure and assessment methods. Evaluation takes place throughout modules and practice learning and at the end of the programme. Student representatives issue feedback to the programme team when concerns arise. Students inform us that the established systems of communication with the programme team work well and that the student voice is heard.

The programme team work with a small number of PUSCs and there's a strategy for increasing PUSC engagement with the programme. PUSCs inform us they feel valued and supported to contribute to the development of the programme and are involved in the delivery of sessions and creating case studies. PUSCs provide service user focused questions which are used in the interview process. The programme team have a strategy for equality and diversity, including increasing representation and diversity in students and monitoring the attainment of different student groups.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education*
                                                    MET ☒   **NOT MET** ☐

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders as identified in Gateway 2: *Standards for student supervision and assessment*
                                                    MET ☒   **NOT MET** ☐

Post Event Review
Identify how the condition is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐ N/A

Independent/Supplementary Prescriber (V300)

Please indicate whether the V300 is a compulsory or optional element of the Specialist community public health nursing programme.
                Optional ☐   **Compulsory** ☐   **N/A** ☒
 	
The V300 isn't part of the proposed SCPHN programme.
 	
Please indicate whether the V300 is to be approved at this event against the *Standards for prescribing programmes* and *Standards of proficiency for nurse and midwife prescriber* *(adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2021)*
                                              YES ☐   **NO** ☒
 	
OR
 	
If V300 is approved against *Standards for prescribing programmes* and *Standards of proficiency for nurse and midwife prescriber* provide the date it was approved:
 	
26 February 2021

Student journey through the programme
Standard 1: Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 ensure that the applicant is an:

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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** ☐

- 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)

MET ☒   **NOT MET** ☐

R1.5 is met. Documentary evidence and meeting with senior PLP and EP representatives confirm that governance structures are in place to support practice learning. There are examples of signed agreements with PLPs and TU. There are signed agreements with all the proposed EPs. The visit confirms that practice assessors, practice supervisors and academic assessors are appropriately qualified in their field and prepared for their role.

At the visit PLPs/EPs confirm their intention to maintain the supernumerary status of students. This is a local decision and is supplementary to the NMC requirement for protected learning time. The requirement for protected learning time is communicated through practice facing programme documents, however there's some difference of interpretation by students, practice assessors and practice supervisors of what protected learning time means in practice. (Recommendation one)

TU tell us about their commitment to monitoring and responding to student feedback. Practice assessors and practice supervisors have confidence in processes to manage the safety and quality of practice learning, including processes for escalating concerns. We find evidence at the visit of a culture of collective responsibility to ensure the progression of students in the proposed programme. All healthcare students are provided with a handbook covering professional responsibilities, raising concerns and complaints.

There's a governance process to enable opportunities for eligible self-employed or self-funded applicants to undertake safe and appropriately supported practice learning experiences with existing or new PLPs.

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

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  N/A ☒

An SPQ programme isn't proposed.

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

  YES ☐   **NO** ☐   **N/A** ☒

V300 isn't offered as part of the proposed SCPHN programme.

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

  YES ☐   **NO** ☐   **N/A** ☒

V300 isn't offered as part of the proposed SCPHN programme.

Proposed transfer of current students to the programme under review
From your documentary analysis and your meeting with students, provide an <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. There are no existing students transferring onto the new programme.

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

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

The SSSA standards were implemented for SCPHN programmes at TU in 2018.

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

YES ☒   **NO** ☐

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

Date: 23 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 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)

YES ☐ **NO** ☐ **N/A** ☒

An independent and supplementary prescribing qualification isn't included in the proposed SCPHN programme.

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

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

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☐ **NO** ☐ **N/A** ☒

A SCPHN public health nurse route 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 route isn't proposed.

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- 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 is met. Documentary evidence and meetings confirm that there's general and professional content necessary to meet the core and field specific SPSCPHN for SN and HV, with an emphasis on the public health needs of the local areas.

The PgDip programme consists of four modules which are compulsory. They're all delivered at level seven. There are three modules shared across HV and SN, which cover core aspects of SCPHN practice: public health, leadership, research and service improvement. The leadership module is a cross school module providing opportunities for inter-professional learning. The content of these modules includes screening, determinants of health and health inequalities and health promotion, theories and philosophy of leadership, working with vulnerable people and reflective practice. The field specific autonomous practice modules include core elements of holistic assessment of need, safeguarding, cultural competence and emotional health and wellbeing.

There's mapping of the SPSCPHN to learning outcomes and to the PADs, including the core and field specific SPSCPHN. There are separate PADs for HV and for SN.

All theoretical elements of the programme, along with the PAD, must be passed to demonstrate that core and field specific SPSCPHN are met by the end of the programme. There's no compensation in theory or practice.

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

MET ☐ **NOT MET** ☐ **N/A** ☒

A SCPHN public health nurse route 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. Each module's mapped against the programme learning outcomes. The HV and SN routes have similar programme learning outcomes, but each refers to the relevant HV or SN context, for example referring to HV or SN practice and working with vulnerable infants and children (HV) or children and young people (SN). Students receive a field specific module for HV or SN and a field specific PAD. The modules are mapped against the SPSCPHN and support HV and SN theoretical content. For example, the HV module includes content on infant feeding, perinatal and infant mental health and the transition to parenthood, while the SN module has content on children and young people's mental health, identity and sexuality, addictive and risk-taking behaviours and contraception. There are also sessions shared between HV and SN students, for example on making every contact count, parental conflict and healthy weight and nutrition across the life course.

The programme leader is a current SCPHN HV registrant, supported by an academic team including a SCPHN SN and two SCPHN HV registrants.

All module learning outcomes are mapped to the SPSCHPN and to the programme outcomes. Mapping demonstrates that the module content and the content of the HV and SN PADs enables students to meet the programme outcomes within their HV or SN fields.

- community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district

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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. There's a programme timetable which demonstrates how the
programme's structured between theoretical and practice learning. The full-time
route is delivered over 52 weeks. There are weeks of both theory and practice
days, culminating in a 30-day block of consolidated practice. There's an
appropriate balance of theory and practice. For apprenticeship students, the
programme's 78 weeks long and the first 36 weeks contain both theory and
practice days, the remaining weeks are practice with a self-directed learning day.
The part-time route is delivered over 82 weeks, with all the theory delivery in the
first 36 weeks, during which students have one day in practice. The remaining
weeks are all practice, although the programme team continue to engage with the
student and practice assessor through tripartite meetings to encourage the student
to link theory to practice. The proposed part-time route structure has been
discussed with stakeholders and is considered a valuable addition to improve
accessibility.

Documentary evidence confirms that a range of teaching and learning strategies
are used, including problem-based learning, lectures, seminars and independent
student-directed learning activities. There's a majority of face to face learning, with
additional online, self-study options to provide students with strong collaborative
working arrangements. Students tell us they feel a high level of accountability and
autonomy for their own learning.

There's a period of practice at the end of the programme that allows students to
consolidate their skills while working under supervision in the management of a
small caseload of clients within their field of practice.

- 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. Students have access to materials on TUs virtual learning
environment. Audio recordings based on PUSCs discussing their situation forms
the basis of learning and an assessment. This use of simulation allows students to
practise skills such as communication in sensitive situations in a safe environment,
or in difficult to access scenarios, with feedback. Simulated learning is also part of

the leadership module, using scenarios to support inter-professional learning. Two modules include a distance learning package and students have access to digital platforms containing health data for the public health module. The programme team are developing an electronic version of the PADs.

The programme is designed in accordance with TUs 'future facing learning' (FFL) strategy which aims to empower students to develop digital skills, knowledge and tools. Students tell us TU information technology support is accessible and works well.

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

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

YES ☐   **NO** ☐   **N/A** ☒

The programme isn't delivered in Wales.

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

YES ☒   **NO** ☐

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

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: 23 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)

MET ☒   **NOT MET** ☐

R3.1 is met. Documentary evidence and meetings confirm that there's a practice learning governance framework in place to support the quality of practice learning. All students are provided with practice learning guidance outlining key information and processes. At the visit, senior TU representatives, PLPs and EPs confirm there are effective arrangements in place to support the quality of practice learning. TU monitor that agreements and audits are in place and that student placement evaluations are completed. There's an online placement audit system in use.

At the visit, TU tell us their commitment to supporting self-employed or self-funded students. There's a process to identify and monitor suitable and effective practice learning arrangements for applicants who are self-employed or self-funded, including ensuring there's placement capacity and a practice supervisor and practice assessor who meet the SSSA and SPRP requirements. A practice education environment audit and an agreement are completed for each new placement area.

Documentary evidence and the visit confirm that TU provides an online learning package to prepare practice assessors and there are processes to monitor the quality of practice learning placements. There's a software system in place to record the audits of placement. Roles and responsibilities of students, practice assessors, practice supervisors and academic advisors are identified in the PAD and the practice learning team handbook.

TU has a process for exception reporting issues related to placement learning to the NMC.

- Processes are in place to ensure that students work in partnership with the education provider and their practice learning partners to arrange

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supervision and assessment that complies with the NMC *Standards for
student supervision and assessment* (R3.2)

MET ☒   **NOT MET** ☐

R3.2 is met. Students tells us that they're informed about practice learning and
expectations for the SCPHN programme. Partnership working between the PLP or
EP and TU ensures students are allocated a placement area with a practice
assessor and with one or more practice supervisors. There are role expectations
set out in the student handbook and the practice learning guide for PLP/EP staff.
These documents confirm the student's responsibility for their own learning, with
opportunities for self-assessment and the development of reflective practice. The
documents signpost students to the procedure for raising placement 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 identifies that students are provided with
protected practice learning opportunities to develop and meet the SPSCPHN in
their field of practice. The programme includes an opportunity for alternative
learning experiences and a period of consolidated practice at the end of the
programme.

The PADs identify the core and field specific SPSCPHN and provide a structure to
support student learning. The student's self-assessment informs the learning plan
which is agreed and reviewed by the practice supervisor and practice assessor.
Evidence, such as summaries of episodes of care, or feedback from PUSCs, is
mapped against the relevant SPSCPHN. Progress and achievement are monitored
and assessed at review meetings held with the student, practice assessor and
academic assessor. There are formative and summative assessment opportunities
identified in the timetables. There's a process for creating an action plan if
students require additional support.

The TU team run meetings and provide online resources to support practice
assessors, practice supervisors and academic assessors to link practice learning
and the specific SPSPCHN and outcomes, enabling students to meet their
programme outcomes. Practice learning experiences are tailored to the student's
stage of learning and SPSPCHN.

There is no compensation allowed in theoretical or practice achievement.

- SCPHN public health nurse (R3.3.2)

| | MET ☐ | NOT MET ☐ | N/A ☒ |

A SCPHN public health nurse route 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 meetings during the visit confirm there's a process for supporting students with declared disabilities by making reasonable adjustments to practice placements. Student facing documents signpost students with individual needs to TUs support services. Students with additional needs have access to support and regular tracking of their progress contributes to successful completion of the programme. Students are aware of their responsibility to share an inclusion plan with their employer or placement provider to enable implementation of reasonable adjustments in the allocation and achievement of practice.

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 tells us the programme design ensures that learning experiences are tailored to the student's stage of learning. The PADs provide opportunities throughout the programme for students to identify their personal learning needs and there are timetabled tripartite review meetings between students, practice assessors and academic assessors. Practice placement facilitators are involved in the development of the student placement journey.

All routes of the programme culminate in a period of consolidated practice learning at the end of the HV or SN placement to support the demonstration of overall proficiency and learning outcomes for the programme. Alternative placement days are available and the programme team support the students in identifying these.

- 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** ☐

Date: 23 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 4: Supervision and assessment

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

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

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

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

R4.4 ensure practice supervisors:

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

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

R4.5 ensure practice and academic assessors:

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

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

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

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

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

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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 meetings indicate that governance
processes are in place to oversee the standard and quality of student support,
supervision, learning and assessment on the SCPHN programme and to ensure
the SFNME is monitored and met.

External examiners review the programme and there's a process of continuous
monitoring and evaluation. There's a student evaluation at the end of the

programme and students also evaluate their placements. Student representatives are elected and ensure that concerns or praise for the programme are managed collectively. Students confirm that communication and systems of support are effective.

There's a guidance document for practice assessors and practice supervisors that outlines roles and responsibilities, details of the programme, assessments, the SPSCPHN and PAD. TU runs meetings for practice assessors, practice supervisors and academic assessors to discuss issues and provide support, which is valued.

There's evidence of student conduct and fitness for practise procedures. All students are required to sign a self-declaration of good health and character at the 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 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. There's documentary evidence that the programme team from TU meets with practice assessors from the PLPs/EPs to discuss practice experience, fair assessment of students, programme updates, feedback mechanisms and to share best practice examples. A dedicated practice assessor support site is also available. Practice assessors and practice supervisors tell us they feel well supported by the programme team.

PLP or EP staff wishing to become practice assessors are identified by the PLP or EP and must take a preparation workshop delivered by TU either face to face or online. Meetings with practice assessors and practice supervisors confirm they receive appropriate preceptorship, induction and time to support student learning. This includes training for EDI. Confirmed practice assessors and practice supervisors are recorded on the placement educational audit system. Senior TU representatives and the programme team confirm that new academic staff receive preparation and support 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 the visit confirm that students are allocated to a practice supervisor, practice assessor and academic assessor. The

PAD provides opportunities for regular practice supervisor and practice assessor meetings and tripartite meetings which involve the academic assessor. These provide opportunities for liaison between the practice assessor and academic assessor and for overall confirmation of the student's achievement of the SPSCPHN.

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

- Processes are in place to ensure practice supervisors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals (R4.4.1) or

    YES ☒ **NO** ☐ **N/A** ☐

- Processes are in place to ensure practice supervisors can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students (R4.4.2)

    YES ☒ **NO** ☐ **N/A** ☐

- Processes are in place to ensure practice and academic assessors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ (R4.5.1) or

    YES ☒ **NO** ☐ **N/A** ☐

- Processes are in place to ensure practice and academic assessors can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ (R4.5.2)

    YES ☒ **NO** ☐ **N/A** ☐

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

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

    MET ☒ **NOT MET** ☐

R4.6 is met. Meetings with senior PLP/EP representatives, practice assessors and practice supervisors confirm that students are allocated to a practice assessor who is an experienced SCPHN registrant in the student's field of practice.

The length of preceptorship differs between organisations with a minimum of one to a maximum of two years as a registered SCPHN in HV or SN practice required. Previous training and experience as a practice supervisor or practice assessor for other NMC students is recognised.

- 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. Discussions with the programme team and senior PLP and EP representatives confirm that only in exceptional circumstances will the same person fulfil the role of practice supervisor and practice assessor. Where exceptional circumstances are identified, the programme leader is informed. Alternative options to avoid this situation are explored. An agreed, time-limited action plan is initiated with the PLP or EP and the student learning experience is monitored. An alternative practice assessor or practice supervisor is identified if this situation isn't likely to be resolved quickly. An example of an exceptional circumstance is the sudden illness or absence of a practice assessor or practice supervisor.

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

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

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

YES ☒   **NO** ☐   **N/A** ☐

- SCPHN public health nurse (R4.7.2)

YES ☐   **NO** ☐   **N/A** ☒

A SCPHN public health nurse route isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

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

YES ☒   **NO** ☐

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

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

YES ☒   **NO** ☐   **N/A** ☐

- SCPHN public health nurse practice (R4.9.2)

YES ☐   **NO** ☐   **N/A** ☒

A SCPHN public health nurse route isn't proposed.

- 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: 23 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 they will have to retake and successfully complete the programme in order to qualify as a prescriber (R5.4), and

    YES ☐   **NO** ☐   **N/A** ☒

V300 isn't offered as part of the proposed SCPHN programme.

- Processes are in place to inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only

prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice (R5.5)

YES ☐   **NO** ☐   **N/A** ☒

V300 isn't offered as part of the proposed SCPHN programme.

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

YES ☐   **NO** ☐   **N/A** ☒

There's no fall back exit award with SCPHN registration.

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: 23 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

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: All required student information is in the programme handbook rather than a university handbook. The ongoing record of achievement is included in PAD.		
List additional documentation: Post visit documentation to meet condition: SCPHN course review event report, 21 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: HV current student x one. SN current student x one. SN 2022-2023 graduate x one. HV apprentice 2022-2023 graduates x two.		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	YES	NO

Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: Darlington Memorial Hospital, Care Quality Commission (CQC) inspection report, 15 September 2023 North Tees and Hartlepool NHS Foundation Trust, CQC inspection report, 16 September 2022 South Tees Hospitals NHS Foundation Trust, CQC inspection report, 24 May 2023 The Ridgeway Hospital, CQC inspection report, 29 June 2022 University Hospital North Durham, CQC inspection report, 15 September 2023 York and Scarborough Teaching Hospitals NHS Foundation Trust, CQC inspection report, 30 June 2023		
If you stated no above, please provide the reason and mitigation: TU is an established AEI and visits to resources isn't required.		
Additional comments: None identified.		

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Issue record

Final Report

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