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Programme approval report

Section one

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

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

Title of programme(s):	Post Graduate Diploma Advanced Community Nurse Specialist Practitioner (District Nursing)
	Post Graduate Diploma Advanced Community Nurse Specialist Practitioner (District Nursing Apprenticeship)
	Post Graduate Diploma Advanced Community Nurse Specialist Practitioner (Community Children's Nursing)
	Post Graduate Diploma Advanced Community Nurse Specialist Practitioner (Community Children's Nursing Apprenticeship)
	Post Graduate Diploma Advanced Community Nurse Specialist Practitioner (General Practice Nursing)
	Post Graduate Diploma Advanced Community Nurse Specialist Practitioner (General Practice Nursing Apprenticeship)
	Post Graduate Diploma Advanced Community Nurse Specialist Practitioner (Community Palliative and End of Life Care Nursing)
	Post Graduate Diploma Advanced Community Nurse Specialist Practitioner (Community Palliative and End of Life Care Nursing Apprenticeship)
Academic levels:	
SPQ Community children's nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ Community learning disabilities nursing	England, Wales, Northern Ireland ☐ Level 7

	SCQF ☐ Level 11
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ District nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ General practice nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11

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

	☐ Level 11
SPQ District nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ General practice nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
Date of approval visit:	5 March 2024
Programme start date:	
SPQ Community children's nursing	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	9 September 2024

SPQ Community learning disabilities nursing	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community mental health nursing	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	
SPQ District nursing	
SPQ District nursing with integrated independent and supplementary prescribing (V300)	9 September 2024
SPQ General practice nursing	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	9 September 2024
SPQ Health and social care nursing	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	9 September 2024
SPQ Community children's nursing apprenticeship	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	9 September 2024
SPQ Community learning disabilities nursing apprenticeship	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community mental health nursing apprenticeship	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ District nursing apprenticeship	
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	9 September 2024
SPQ General practice nursing apprenticeship	

SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	9 September 2024
SPQ Health and social care nursing apprenticeship	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	9 September 2024
QA visitor(s):	Registrant Visitor: Joanna Dunn Lay Visitor: Caroline Thomas

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Section two

Summary of review and findings
The University of Central Lancashire (UCLAN) is an established approved education institution (AEI) approved by the Nursing and Midwifery Council (NMC) to deliver pre- and post-registration nursing programmes. The school of nursing and midwifery (the school) present for approval a full-time postgraduate diploma advanced community nurse specialist practitioner programme with apprenticeship and non-apprenticeship routes in district nursing (DN), community children's nursing (CCN), general practice nursing (GPN) and health and social care nursing with a focus on community palliative and end of life care nursing. The programme is designed to meet the Standards of proficiency for community nursing specialist practice qualifications (SPCNSPQ) (NMC, 2022), the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023) and the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023). The programme is delivered over 21 months for the apprenticeship route and 55 weeks for the non-apprenticeship route. The programme commences in September 2024 and includes an integrated independent and supplementary prescribing programme (V300), which is approved by the NMC from 5 July 2019. Delivery of the theory elements is at the main UCLAN campus in Preston. The approval visit is undertaken face to face. UCLAN present the core specialist practice qualification (SPQ) practice assessment document (PAD) that's developed nationally by the Association of DN and Community Nurse Educators (ADNE). The core ADNE SPQ PAD is subject to an existing NMC condition, therefore a legacy condition is applied at the visit. The programme team are required to submit the revised PAD that's being reviewed and updated by the ADNE in response to the condition set at the initial consideration of the core ADNE SPQ PAD. Documentary evidence and discussion at the approval visit indicates effective partnership working between practice learning partners (PLPs), employer partners (EPs), people who use services and carers (PUSCs) and students. At the visit, students, PLPs and PUSCs inform us of their engagement in the co-production and development of the new programme, inclusive of the four specialist pathways. The programme team have well-established relationships with Comensus, a charity funded by UCLAN, which provides and prepares PUSCs with varying skills and experiences for the delivery of the modules. We receive assurance of robust governance procedures in place for the escalation of concerns arising in practice environments, including any related to adverse Care

Quality Commission (CQC) reports. PLPs, EPs, the programme team, practice assessors and practice supervisors are aware of these procedures. At the visit, we receive assurance that effective communication networks are embedded in partnership working between UCLAN and PLPs/EPs.

The EPs that have provided written, signed statements of commitment to the programme are Blackpool Teaching Hospitals NHS Foundation Trust, East Lancashire Hospitals NHS Trust, Lancashire and South Cumbria NHS Foundation Trust, Manchester University NHS Foundation Trust, South Cumbria Primary Care Training Hub, Trinity Hospice and Palliative Care Services and Wrightington, Wigan and Leigh NHS Foundation Trust, Lancashire.

Documentary evidence and discussion at the approval visit indicates that the programme is planned to encourage the diversity, accessibility and achievement of all student groups. Relevant equality, diversity and inclusion (EDI) documentation is collated by UCLAN and plans are in place to address inclusion and achievement issues arising from the analysis of groups with protected characteristics. A school plan is in place to reduce the attainment gap in student results and a student coach is appointed to specifically work on this. The school EDI lead works closely with the students union.

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

The SSSA are met at programme level.

The programme is recommended to the NMC for approval subject to five joint NMC and university conditions and one university condition. There's also a legacy condition related to approval of the ADNE SPQ PAD.

One joint NMC and university recommendation is made. UCLAN make one further recommendation.

Updated 13 May 2024:

Evidence is provided to meet the legacy and joint NMC and university conditions. UCLAN confirm the joint conditions and university condition are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐

	Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** Condition five: Provide evidence that the admission process is standardised across all routes. (SFNME R2.6; SPRP R1.4) (NMC and university condition) **Practice learning:** Condition one: Revise programme documentation to clarify all theory time, including private study and time required in practice to pass the programme and ensure the UCLAN off the job hours template is completed. (SFNME 2.1; SPRP R2.1.2, 2.11.1) (NMC and university condition) Condition three: Revise all programme, student and PLP/EP facing documentation to clearly define protected learning time. (SPRP R1.5) (NMC and university condition) **Assessment, fitness for practice and award:** Condition two: Revise module descriptors to clearly reflect field specific content and the teaching and learning strategy to demonstrate how the specific needs of each field is met. (SPRP R2.7.2) (NMC and university condition) Condition four: Revise all programme documentation to make explicit the time in practice required to pass the programme and include the PAD in the pass requirements of the 'leading and advancing specialist practice' module. (SPRP R2.11.2, R4.9.3, R4.9.4) (NMC and university condition)

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| | Education governance: management and quality assurance:

Condition six: Provide confirmation that the core ADNE SPQ PAD is recommended for approval by the NMC. (SFNME R2.1; SPRP R4.8)

Condition seven: To make administrative tidy up of course documentation. (University condition) |
|---|---|
| **Date condition(s) to be met:** | 16 April 2024 |
| **Recommendations to enhance the programme delivery:** | Recommendation one: Consider strengthening support for course teams for future professional body events. (University recommendation)

Recommendation two: Consider enhancing the engagement of PUSCs in the recruitment process. (SFNME R2.7) (NMC and university recommendation) |
| **Focused areas for future monitoring:** | Delivery of field specific teaching in the programme. |

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

Documentary evidence confirms the theory time allocated for the programme, including private study time and time required in practice to pass the programme. This is consistently reflected in programme documentation. Condition one is met.

Documentary evidence confirms there's a 40-credit field specific module included in the programme. Condition two is met.

Documentary evidence confirms that the programme documentation includes guidance on protected learning time. Condition three is met.

Documentary evidence confirms the time in practice required to pass the programme and this is consistently reflected in programme documentation. Passing the PAD is included in the 'leading and advancing specialist practice' modules assessment. Condition four is met.

Documentary evidence confirms a standardised admission process across all routes. Condition five is met. |

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Documentary evidence confirms that the core ADNE SPQ PAD is recommended for approval by the NMC. Condition six is met.

UCLAN confirm the joint conditions and one university condition (condition seven) are met.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	Update to school name, changed since the start of the approval process. Update some references to the SPCNSPQ.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	1 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 community nursing specialist practice qualifications* (NMC, 2022) *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) *Standards for student supervision and assessment* (NMC 2018, updated 2023) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2022)

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

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

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

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

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

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

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:

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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 discussion at the approval visit indicates that local and regional PLPs/EPs, PUSCs and students are involved in the co-production, design and planned delivery of the programme. Documentary evidence submitted for the approval provides some assurance of stakeholder engagement in programme design and development. There's little evidence of team meeting minutes recording stakeholder engagement. However, at the visit we gain assurance that UCLAN has established consultation processes in place for programme development, monitoring and review. PUSCs, PLPs and EPs at the approval visit confirm that they've read the programme approval documentation, such as module handbooks and tell us that their feedback is responded to.

Programme team members meet with PLPs, EPs and other AEIs in the region to determine workforce requirements. Placement environments are audited by PLPs and EPs in conjunction with UCLAN. At an operational level, practice assessors and practice supervisors have regular timetabled planning and review meetings with members of the programme team. In relation to the community palliative and end of life care nursing field, training has been commissioned to ensure sufficient practice assessors and practice supervisors for the proposed number of students.

We meet practice assessors and practice supervisors from across the four fields of community nursing that have engaged in the development of the new programme. They tell us that partnership working is effective, they're well informed about the SPRP and SPCNSPQ, have discussed programme development with UCLAN and are released by employers to attend relevant training and review meetings. They're aware of processes for escalating concerns and state that these are dealt with promptly with the co-development and implementation of action plans to support any student's learning needs.

UCLAN provides funds for and works closely with Comensus, a charity which represents the voices and experiences of PUSCs. Comensus provides assurance that volunteer PUSCs currently contribute to programme delivery and have the capacity to contribute across the four specialist fields in the new programme. We meet PUSC representatives, who are either volunteers or employees of Comensus. They tell us that they're well-supported and prepared for their roles in

programme development and delivery, and feel that their suggestions are taken forward in the co-production of the programme.

Volunteers and employees of Comensus tell us how they share their health conditions, experiences of care, or knowledge of changes to healthcare services with existing pre-registration and post-registration students at UCLAN. They've a close relationship with members of the programme team and one senior member of the team acts as community nursing representative for Comensus. They tell us that tutors regularly contact Comensus and make requests for PUSCs on their modules. They receive the necessary EDI training from UCLAN and receive preparation, including how to deliver sessions to meet the requirements of modular programme tutors. They perceive that their programme contributions are valued by staff and students and seek to gain their feedback. They tell us that they run a communication conference annually for students.

Members of Comensus are eager to extend their roles and work with the programme team to become engaged with the recruitment and selection procedures for students on the programme. Discussion indicates they've the expertise to do this. (Recommendation two) They're also working with the programme team so that they can become involved in the assessment of students, such as supporting objective structured clinical examinations (OSCEs) and/or the provision of feedback on students' simulated learning.

Students at the approval visit provide examples of direct involvement of PUSCs in their academic learning, which is well received. Students can access feedback from PUSCs in practice environments. The arrangements for student assessments are detailed in the PAD for the new programme. Students reflect on their practice learning experiences and evidence-based practice and there are forms for PUSCs to feedback on students' care and communication skills. Practice assessors and members of the programme team tell us that students can modify the design of the PUSC feedback to meet the individual needs of PUSCs, for example for children or young people. Students feel well supported in the development of the clinical skills and proficiencies required of them and are confident that they'll meet the SPCNSPQ required in their programme.

PLPs, Eps and the programme team tell us that a range of mechanisms are in place to listen to and respond to student feedback. Students confirm that these are available to them. Students provide feedback on modules and practice experiences, and there's a student forum where they can share any concerns and feedback on the programme. When they raise any concerns, these are dealt with in a timely manner. Students report that programme tutors and practice staff are readily accessible.

PLPs, EPs and UCLAN are confident that sufficient staffing is in place to implement the proposed programme, and further staff can be recruited to meet any future expansion of the programme.

Existing students confirm that they're well informed about the requirements of the new programme and feel that their views have been considered in its development. Students record that they've had conversations concerning their individual learning needs and disabilities in practice environments within the PAD if they choose to declare these. Documentary evidence and discussions at the visit indicate that reasonable adjustments extend to the practice learning environment and are captured within learning agreements and within the PAD. Students tell us that members of the programme team and PLPs/EPs are caring, supportive and responsive to their individual needs and circumstances. If they require unexpected time out for personal or medical reasons, students perceive that expectations placed on them are realistic, well-managed and negotiated to enable them to achieve and meet programme outcomes. Students document any absences and these are reviewed in meetings with practice supervisors, practice assessors and academic assessors.

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

MET ☒   **NOT MET** ☐

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

MET ☒   **NOT MET** ☐

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

Independent/Supplementary Prescriber (V300)
Please indicate whether the V300 is a compulsory or optional element of the Specialist practice programme. **Optional** ☐   **Compulsory** ☒   **N/A** ☐

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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:

5 July 2019

Student journey through the programme
Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

  N/A ☒

A SCPHN programme isn't proposed.

![NMC Nursing & Midwifery Council logo]

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![MOTT MACDONALD logo]

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☒   **NO** ☐

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☐   **NO** ☒   **N/A** ☐

R1.4 is not met. Programme documentation confirms that all applicants are subject to a values-based recruitment process, with interviews for all applicants. However, students tell us that not all of them were interviewed prior to selection and some had gone through more rigorous selection processes than others. Some students tell us that they produced written reflective pieces or submitted portfolios of evidence of their practice experiences and undertook maths tests to demonstrate their readiness to study at postgraduate level. This approach wasn't consistently applied across fields. The admission process needs to be consistently applied to ensure opportunities to enable eligible applicants to apply for entry onto the SPQ programme. (Condition five)

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 not met. Programme documentation and the visit confirm that there are robust systems and processes in place to support practice learning. Audits are in place for all placement areas and following the acceptance of students onto the programme, PLPs and EPs appoint practice assessors and practice supervisors in accordance with the SSSA and SPRP. Practice assessors and practice supervisors hold the necessary qualifications and experience, including the V300 qualification, and this is verified via self-assessment documentation.

At the approval visit, practice assessors and practice supervisors tell us that they're well supported by the programme team in relation to the supervision and assessment of students and meet with academic assessors to review student progress. PLPs, EPs, practice assessors and practice supervisors are aware of the processes for raising concerns and joint action plans are produced to support any students requiring these. Students are aware of how to raise concerns both with UCLAN and in practice.

PLPs, EPs, practice assessors and practice supervisors tell us they ensure that students are supernumerary, although this can prove challenging. Students on the existing programme confirm that they're supernumerary and receive protected learning time in flexible ways that enable their learning. At the visit practice assessors and practice supervisors interpret the meaning of protected learning time differently. This relates to what experiences count as protected learning time and how to manage this in the staffing numbers. For example, some stakeholders ask the question of whether students should be recorded as part of the staffing numbers of a shift. While the programme team present documentation in relation to protected learning time, this needs integrating into all programme, student and PLP/EP facing documentation to ensure clarity. (Condition three)

Students tell us that they access UCLAN support services and those provided by their employers in practice learning environments and find them useful.

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

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

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☒ **NO** ☐ **N/A** ☐

Proposed transfer of current students to the programme under review
From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the *Standards for post-registration education programmes* and *Standards of proficiency for specialist community public health nurses* will be met through the transfer of existing students onto the proposed programme. The programme team confirm that all current students will complete the existing programme before the new programme starts. The students we meet at the visit are confident that they'll complete the current programme. There are no plans to transfer students onto the proposed programme.
Proposed transfer of current students to the *Standards for student supervision and assessment (SSSA)* (NMC 2018, updated 2023).
From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment. Evidence at the approval visit indicates that the SSSA are in place for all existing students at UCLAN. Students are aware that they're supervised and assessed in accordance with the SSSA.
Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met **YES** ☐ **NO** ☒

While programme documentation outlines a clear admission process, students tell us that this was applied very differently across the fields and with different PLPs/EPs, with some students not being interviewed and others completing a rigorous selection process. The admission process needs to be consistently applied to ensure opportunities to enable eligible applicants to apply for entry onto the SPQ programme. (Condition five)

Outcome

Is the standard met?   MET ☐   NOT MET ☒

There's a lack of clarity regarding protected learning time from PLPs and EPs and how this is managed in the programme.

Condition three: Revise all programme, student and PLP/EP facing documentation to clearly define protected learning time. (SPRP R1.5) (NMC and university condition)

The admission process is not consistently applied across all routes and PLPs/EPs.

Condition five: Provide evidence that the admission process is standardised across all routes. (SFNME R2.6; SPRP R1.4) (NMC and university condition)

Date: 5 March 2024

Post event review

Identify how the condition(s) is met:

Condition three: All programme documentation includes additional information and clarity on protected learning time.

Condition three is now met.

Evidence:
UCLAN SPQ 2024 apprenticeship handbook CCN, undated
UCLAN SPQ 2024 apprenticeship handbook community palliative and end of life care nursing, undated
UCLAN SPQ 2024 apprenticeship handbook DN, undated
UCLAN SPQ 2024 apprenticeship handbook GPN, undated
UCLAN SPQ 2024 non-apprenticeship handbook SPQ CCN, undated
UCLAN SPQ 2024 non-apprenticeship handbook SPQ DN, undated
UCLAN SPQ 2024 non-apprenticeship handbook SPQ community palliative and end of life care nursing, undated
UCLAN SPQ 2024 non-apprenticeship handbook SPQ GPN, undated
UCLAN SPQ 2024 SPQ employer handbook programme specific information, undated

Condition five: Processes are in place to ensure that the admission process is standardised across all routes. Condition five is now met. Evidence: UCLAN SPQ 2024 standardised recruitment process, undated UCLAN SPQ 2024 SPQ recruitment process, undated
Date condition(s) met: 1 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

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

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

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

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

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

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

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

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

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

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

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

R2.11 ensure programmes are:

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

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

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

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

Findings against the standard and requirements

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

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

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

    N/A ☒

A SCPHN programme isn't proposed.

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

    YES ☐ **NO** ☒ **N/A** ☐

R2.1.2 is not met. Programme calendars only confirm the teaching time for each module and don't include any private study time. This could result in apprentices being in practice for the remaining time and undertaking any private study for assessments in unpaid time, breaching apprenticeship rules. (Condition one)

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

    YES ☒ **NO** ☐

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

    YES ☒ **NO** ☐ **N/A** ☐

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

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

    N/A ☒

A SCPHN programme isn't proposed.

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

    N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒ **NO** ☐ **N/A** ☐

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

  YES ☒ **NO** ☐ **N/A** ☐

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

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒ **NO** ☐ **N/A** ☐

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

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

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

  N/A ☒

A SCPHN programme isn't proposed.

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

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐

R2.6.3 is met. Programme documentation and the visit confirm that there's general and professional content to meet the SPCNSPQ in the four fields of community nursing practice. The content includes an 'evidence for practice' module and the V300 which are undertaken with students from other programmes. The other two modules specifically focus on community nursing specialist practice and are 'advanced assessment skills' and 'leading and advancing specialist practice in community nursing'. The core ADNE SPQ PAD is developed with AEIs nationally and is specific to the four fields of practice.

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☐   **NOT MET** ☒

R2.7.2 is not met. Programme documentation and the visit doesn't provide assurance that there's sufficient field specific content for the four fields of community nursing proposed. The proposed programme has all students undertaking the same modules, being taught together and learning from each other, with the assessments related to the relevant field of practice. Students study generic content together and where appropriate break out into field specific discussion groups. The module content for the two programme specific modules is

generic and doesn't include specific content relevant to CCN or community palliative and end of life care nursing. A condition of programme approval is that the module descriptors clearly reflect the field specific content and teaching and learning strategies to distinguish the four fields of community nursing practice enabling students to achieve the programme outcomes in their field. (Condition two)

- 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. Programme documentation indicates a balance of theory and practice learning opportunities across the curriculum. Programme documentation and the visit confirm that the programme is delivered with a range of teaching and learning strategies. Most teaching at UCLAN is delivered face to face and students value this. The research module is delivered online and in response to feedback, students receive extra support for this as they find it challenging. Students tell us that the support is effective and enables their achievement of the module.

Students tell us that they're well supported with their learning and have extra time allocated on their study days for them to use teaching rooms to network and have access to tutors for support. Students can access UCLAN's virtual learning environment for study support and materials to support their research. The programme team tell us there's access to 'central Lancashire online knowledge', an online store for digital intellectual assets, for staff and students to inform their research and evidence-based practice.

Programme documentation and the visit confirm there's a range of support for students' literacy, numeracy and digital learning needs. The programme team tell us that students can access WISER (not an acronym, this is the name of a service that helps all students to develop their academic and study skills to succeed at UCLAN) and that they're inducted into this when they begin programmes.

- 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. Discussion at the visit confirms that technology-enhanced and simulated learning opportunities are used effectively and proportionately. The programme team provide examples of technology-enhanced learning and simulation, practising physical examination of people and clinical skills. UCLAN has expanded its simulation facilities. Students confirm that they can access the facilities and are well prepared for assessments. Technology-enhanced and simulated learning is built into the curriculum for the different fields. The

programme team tell us that students have access to the 'complete anatomy' software, which advances the way students learn and healthcare professionals practice. Students also participate in an online inter-professional event, 'making safeguarding personal', where they're part of a multi-disciplinary team responding to safeguarding scenarios. At present, PUSCs tell us that they're not involved in OSCEs but are involved in simulated learning experiences at UCLAN. They confirm they're working with the programme team to expand their roles in simulation and OSCEs in the future.

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** ☒

R2.11.1 is not met. Programme calendars only confirm the teaching time for each module and don't include any private study time. This could result in students being in practice for the remaining time and may result in them not having the time to achieve the programme outcomes in theory assessments. (Condition one)

- 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** ☒

R2.11.2 is not met. Programme documentation and the visit confirm that practice is assessed in a PAD relevant to the field of practice, which includes the total time spent in practice during the programme. The programme documentation doesn't clearly identify the time in practice required to complete the programme, and the practice hours aren't included in the 'leading and advancing specialist practice' module descriptor. This could result in a student passing the programme without undertaking the required placement time and therefore not meet the minimum of 45 programmed weeks. (Condition four)

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

YES ☐   **NO** ☒

Programme calendars only confirm the teaching time for each module and don't include any private study time. This could result in apprentices being in practice for the remaining time and undertaking private study for assessments in unpaid time, breaching apprenticeship rules. (Condition one)

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 ☒

Programme calendars only confirm the teaching time for each module and don't include any private study time. This could result in apprentices being in practice for the remaining time and undertaking private study for assessments in unpaid time, breaching apprenticeship rules. This could also result in students not having the time to achieve the programme outcomes in theory assessments.

Condition one. Revise programme documentation to clarify all theory time, including private study and time required in practice to pass the programme and ensure the UCLAN off the job hours template is completed. (SFNME 2.1; SPRP R2.1.2, R2.11.1) (NMC and university condition)

The programme doesn't include field specific content. The module descriptors need revising to ensure that there's content relevant to the four fields of community nursing practice.

Condition two. Revise module descriptors to clearly reflect field specific content and the teaching and learning strategy to demonstrate how the specific needs of each field is met. (SPRP R2.7.2) (NMC and university condition)

The programme documentation doesn't clearly identify the time in practice required to complete the programme and could result in a student passing the programme without undertaking the required placement time and therefore not meet the minimum of 45 programmed weeks.

Condition four. Revise all programme documentation to make explicit the time in practice required to pass the programme and include the PAD in the pass requirements of the 'leading and advancing specialist practice' module. (SPRP R2.11.2, R4.9.3, R4.9.4) (NMC and university condition)

Date: 5 March 2024

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

Condition one: UCLAN provide programme documentation to clearly identify the theory time for the programme, including required study time to pass the module assessments. This time is identified on the course calendar and on the UCLAN off the job hours template.

Condition one is now met.

Evidence:
UCLAN SPQ 2024 apprenticeship programme delivery 2024-2025, undated
UCLAN SPQ 2024 apprenticeship handbook DN, undated
UCLAN SPQ 2024 appendix 8c off the job hours mapping SPQ DN example, undated
UCLAN SPQ 2024 programme specification, undated
UCLAN SPQ 2024 SPQ employer handbook programme specific information, undated
UCLAN SPQ 2024 university specific PAD context document, undated

Condition two: UCLAN provide revised module specifications with a 40-credit field specific module, including field specific teaching and assessment.

Condition two is not met.

Evidence:
UCLAN SPQ 2024 leading and advancing specialist practice in CCN module descriptor, undated
UCLAN SPQ 2024 leading and advancing specialist practice in DN module descriptor, undated
UCLAN SPQ 2024 leading and advancing specialist practice in community palliative and end of life care nursing module descriptor, undated
UCLAN SPQ 2024 leading and advancing specialist practice in GPN module descriptor, undated

Condition four: UCLAN provide revised programme documentation that clearly indicates the practice time required to pass the programme. The PAD is included as an assessment in the 'leading and advancing specialist practice' module.

Condition four is now met.

Evidence:
UCLAN SPQ 2024 apprenticeship handbook CCN, undated
UCLAN SPQ 2024 apprenticeship handbook community palliative and end of life care nursing, undated
UCLAN SPQ 2024 apprenticeship handbook DN, undated
UCLAN SPQ 2024 apprenticeship handbook GPN, undated
UCLAN SPQ 2024 non-apprenticeship handbook SPQ CCN, undated
UCLAN SPQ 2024 non-apprenticeship handbook SPQ DN, undated

UCLAN SPQ 2024 non-apprenticeship handbook SPQ community palliative and end of life care nursing, undated UCLAN SPQ 2024 non-apprenticeship handbook SPQ GPN, undated UCLAN SPQ 2024 leading and advancing specialist practice in CCN module descriptor, undated UCLAN SPQ 2024 leading and advancing specialist practice in DN module descriptor, undated UCLAN SPQ 2024 leading and advancing specialist practice in community palliative and end of life care nursing module descriptor, undated UCLAN SPQ 2024 leading and advancing specialist practice in GPN module descriptor, undated UCLAN SPQ 2024 programme specification, undated
Date condition(s) met: 1 May 2024
Revised outcome after condition(s) met: **MET** ☒   **NOT MET** ☐

Standard 3: Practice learning
Approved education institutions must: R3.1 ensure that suitable and effective arrangements and governance for practice learning are in place for all students, including arrangements specifically tailored to those applicants who are self-employed and/or self-funded **Approved education institutions, together with practice learning partners, must:** R3.2 ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC *Standards for student supervision and assessment* R3.3 provide practice learning opportunities that allow students to develop, progress and meet all the standards of proficiency for their: R3.3.1 intended field of SCPHN practice: health visitor, school nurse and occupational health nurse or, R3.3.2 SCPHN public health nurse R3.3.3 intended community nursing SPQ: these may be within the fields of community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or, R3.3.4 in other specified field(s) of community nursing in health and social care nursing R3.4 ensure that practice learning complies with the NMC *Standards for student supervision and assessment* R3.5 take account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities, and

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

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

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. All practice learning environments are audited by UCLAN in conjunction with PLPs or EPs to ensure that they're suitable for students on the programme.

All students, whether self-funded or employed, have named practice assessors, practice supervisors and academic assessors. The programme team tell us that academic assessors are appointed by UCLAN and the PLPs and EPs appoint the practice assessors and practice supervisors. Practice assessors hold SPQs and for the community palliative and end of life care nursing field practice assessors hold SPQs in DN with relevant experience in palliative care. There's a self-assessment document to confirm that academic assessors, practice assessors and practice supervisors meet the SSSA and SPRP requirements. When practice assessors don't hold the V300 qualification the student is allocated to an additional practice assessor who holds this qualification. There are sufficient academic assessors in place with the required SPQ to teach the programme and, as it expands, the school is in a position to employ additional staff.

Members of the programme team tell us that practice assessors and practice supervisors have received preparation for their roles. Academic assessors have

also been prepared for their roles by the school. Practice supervisors, practice assessors and academic assessors confirm that they're given adequate time to fulfil their roles and attend programme meetings and student progress reviews.

Tripartite meetings are held to review student achievement and progress. Student progress is monitored by the academic assessor in meetings with practice assessors and practice supervisors. Practice assessors and practice supervisors confirm that regular meetings take place. Existing apprenticeship students have additional regular progress reviews. The Disclosure and Barring Service (DBS) screening process for self-employed applicants is undertaken by UCLAN. PLPs and EPs oversee the DBS screening and occupational health clearance process for students in their employment.

- 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 discussion at the approval process indicates that there are processes in place to ensure that students work in partnership with UCLAN and their PLP or EP to arrange supervision and assessment that complies with the SSSA.

At the visit, the programme team, PLPs and EPs tell us that there are regular meetings planned for curriculum development and review. Learning is quality assured and the support provided to students is detailed in the PAD. There are formative and summative meetings to review student progress and progression. Tripartite meetings are scheduled between students, practice assessors and academic assessors. This is also the case for apprentices. Academic assessors arrange the meetings. Apprentices have additional progress reviews four times per year. Practice assessors and practice supervisors confirm that there are regular support meetings and briefings with members of the programme team. They're aware of the requirements of the SSSA.

Students are aware of the procedures for escalating concerns and liaise regularly with PLPs and UCLAN to feedback on their programme. UCLAN and PLPs respond in a timely manner and positively support students when required. Students formally review their academic modules and provide feedback on their practice experiences.

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

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

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.3.3 is met. Documentary evidence and the visit confirm that the programme provides practice learning opportunities to enable students to develop, progress and meet the SPCNSPQ. The PAD includes self-assessment of learning needs and provides a clear structure to ensure that practice learning opportunities are tailored to the individual needs of students to meet the SPCNSPQ.

Students tell us that they gain a range of inter-professional practice learning opportunities and welcome learning with specialist practitioners across different fields and specialities so that they can gain a full picture of PUSC experiences and meet the SPCNSPQ. They document their experiences in the PAD and write reflective pieces on their learning experiences. Their learning targets for developing their practice are agreed between themselves, academic assessors and practice assessors. Their progress is reviewed regularly at tripartite meetings.

The PLPs and EPs we meet indicate that students on the new programme can gain the practice experiences they need in their specialist fields.

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.3.4 is met. Documentary evidence and the visit confirm that the programme provides practice learning opportunities to enable students to develop, progress and meet the SPCNSPQ. The PAD includes self-assessment of learning needs and provides a clear structure to ensure that practice learning opportunities are tailored to the individual needs of students to meet the SPCNSPQ.

The PLPs and EPs we meet indicate that students are able to gain the practice experiences they need in the community palliative and end of life care nursing

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field. In addition to experiences within the hospice and community palliative care teams, there are opportunities for inter-professional learning and experiences with the wider community team to enable students to meet the SPCNSPQ.

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 the visit confirm that there are processes in place to take account of individual learning needs and personal circumstances. Students can request that reasonable adjustments are made on the programme and record discussions concerning these adjustments in the PAD.

Discussions with students at the approval visit indicate they feel well supported in their learning, and students provide examples of how the programme team and PLPs or EPs take account of their individual needs and circumstances. Students feel comfortable when raising any concerns and share their disabilities with PLPs or EPs. Staff at UCLAN and in practice are approachable and supportive. Students indicate that they're signposted to relevant UCLAN support services, make use of these and those available to them in the practice learning environments in which they work. Practice assessors and practice supervisors report gaining additional knowledge about ways of supporting students' diverse learning needs through their partnership work with UCLAN. The programme team and PLPs/EPs confirm that the support they offer to students takes account of individual student needs and experiences to enable them to achieve and meet the SPCNSPQ.

Students, PLPs and EPs perceive that support for dyslexia is effective with students gaining access to relevant software to support them with assessments. Students tell us adjustments are made to OSCEs where appropriate additional support is required in the preparation for these or the awarding of extra time during the examination process.

Students indicate that the programme team are flexible in responding to additional time needed to complete assessments in response to personal circumstances and

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absence for legitimate reasons. They don't feel pressurised in completing the assessments and programme outcomes. They consider that an emphasis is placed on their personal wellbeing and work life balance.

PLPs/EPs are impressed with UCLAN's disability and student support services and provide examples of students being diagnosed with disabilities and receiving useful support that has enabled their achievement in practice learning. Discussions with PLPs/EPs confirm that reasonable adjustments are applied in practice when they're made aware of them.

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.6.2 is met. Students have individual learning plans focused on their needs, which are agreed with academic assessors and practice assessors and are reviewed regularly. Practice supervisors and practice assessors assure us that regular progress meetings are held to review the learning needs of the student and, as necessary, develop action plans with the academic assessor to meet any specific issues or address any unmet learning needs. Practice assessors give examples of this working effectively when students experience challenges in their learning.

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: 5 March 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:

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 indicates that student support, supervision and assessment complies with the SFNME. Information for students, practice assessors and academic assessors is provided within the PAD and information booklets for students and PLPs/EPs. The programme team tell us that all practice learning environments are audited for their suitability in supporting students in all four fields in the new programme.

Students perceive that feedback on their progress and achievement is constructive including feedback from PUSCs when in practice, which they value. Students tell us that they're aware of the processes for raising concerns within UCLAN and practice learning environments. They feel that any concerns are listened to, are addressed and that they receive appropriate feedback. They've access to practice assessors and practice supervisors to reflect on their practice and gain the necessary supervision of their practice. Students are confident that they can gain the SPCNSPQ and clinical skills required for successful completion of their programme. They've access to staff with the V300 qualification to gain supervision in relation to prescribing opportunities.

There are external examiners in place to quality assure 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. Documentary evidence and the visit confirm that there's ongoing liaison and collaboration with PLPs and EPs in the preparation and support for practice assessors and practice supervisors. Practice assessors and practice supervisors are trained in their roles by the UCLAN programme team and receive updates at regular timetabled meetings. There's a pre-programme briefing for practice assessors and practice supervisors followed by three support sessions during the academic year. PLPs and EPs confirm that they release staff to attend the meetings. Academic assessors are prepared by specific training in relation to their role.

Practice assessors and practice supervisors view their preparation and ongoing support for the role in supporting student learning and assessment to be effective. Practice placement areas maintain a database of staff trained for their roles. Staff sign declarations to confirm that they've the necessary experience, training and qualifications in order to undertake the practice supervisor and/or practice 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. Programme documentation and the visit confirm that PLPs and EPs work in partnership with UCLAN to ensure allocation of practice assessors and practice supervisors in line with the SPRP and SSSA. Self-declaration forms are completed by practice assessors, practice supervisors and academic assessors in relation to the specific requirements of both the SPRP and the SSSA.

The PAD provides opportunities for both practice assessors and practice supervisors to provide feedback on student achievement and performance, with feedback from others via an additional feedback form. There are formative assessment points where key strengths and areas for development are identified and if necessary an action plan is developed. Action plans put in place for any students causing concern are monitored by the pathways leads. Practice assessors at the approval visit tell us that they work effectively with academic assessors in the co-construction, implementation and review of action plans and understand the practice assessment process for the new programme.

If practice assessors don't hold the V300 qualification, students are assessed by an additional practice assessor who meets the Standards for prescribing programmes (NMC 2018, updated 2023), to ensure supervision and support by staff with relevant experience.

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

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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. Evidence gained during the approval process indicates that practice assessors are experienced SPQ nurses for the programme and field of practice that students are undertaking. Regular timetabled meetings between pathway leads at UCLAN and practice assessors ensure that practice assessors are aware of their responsibilities in the role aligned to the proposed programme. They confirm that they attend these meetings.

- 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. The programme team, PLPs and EPs assure us that there are sufficient practice supervisors and practice assessors available within practice learning environments to support students undertaking the programme. If there are exceptional circumstances that require the same person to undertake the role of practice supervisor and practice assessor, there will be discussion between PLPs/EPs and the programme pathway lead. In such instances, the PLPs/EPs provide evidence why this is necessary.

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

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

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

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☐ **NO** ☒

R4.8 is not met. Practice learning assessment is recorded in the proposed ADNE SPQ PAD. The PAD is subject to an existing condition that requires it to specifically include a record of the total practice hours/days required to complete the programme. The updated PAD must be resubmitted. (Condition six)

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

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

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse practice (R4.9.2)

N/A ☒

A SCPHN programme isn't proposed.

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

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YES ☐ **NO** ☒ **N/A** ☐

R4.9.3 is not met. Programme documentation and the visit confirm that practice is assessed in a PAD relevant to the field of practice, which includes the total time spent in practice during the programme. The programme documentation doesn't clearly identify the time in practice required to complete the programme and the practice hours aren't included in the 'leading and advancing specialist practice' module descriptor. (Condition four)

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

YES ☐ **NO** ☒ **N/A** ☐

R4.9.4 is not met. Programme documentation and the visit confirm that practice is assessed in a PAD relevant to the field of practice, which includes the total time spent in practice during the programme. The programme documentation doesn't clearly identify the time in practice required to complete the programme and the practice hours aren't included in the 'leading and advancing specialist practice' module descriptor. (Condition four)

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

YES ☐ **NO** ☒

The ADNE SPQ PAD is subject to an existing condition that requires it to include a record of the total practice hours/days required to evidence required to complete the programme. The updated PAD must be resubmitted. (Condition six)

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

YES ☒ **NO** ☐

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

The programme documentation doesn't clearly identify the time in practice required to complete the programme and the practice hours aren't included in the module that includes the practice assessment.

Condition four. Revise all programme documentation to make explicit the time in practice required to pass the programme and include the PAD in the pass requirements of the 'leading and advancing specialist practice' module. (SPRP R2.11.2, R4.9.3, R4.9.4) (NMC and university condition)

The ADNE SPQ PAD is subject to an existing condition that requires it to include a record of the total practice hours/days required to complete the programme. The updated PAD must be resubmitted.

Condition six: Provide confirmation that the core ADNE SPQ PAD is recommended for approval by the NMC. (SFNME R2.1; SPRP R4.8)

Date: 5 March 2024

Post event review

Identify how the condition(s) is met:

Condition four: UCLAN provide revised programme documentation that clearly indicates the practice time required to pass the programme. The PAD is included as an assessment in the 'leading and advancing specialist practice' module.

Condition four is now met.

Evidence:
UCLAN SPQ 2024 apprenticeship handbook CCN, undated
UCLAN SPQ 2024 apprenticeship handbook community palliative and end of life care nursing, undated
UCLAN SPQ 2024 apprenticeship handbook DN, undated
UCLAN SPQ 2024 apprenticeship handbook GPN, undated
UCLAN SPQ 2024 non-apprenticeship handbook SPQ CCN, undated
UCLAN SPQ 2024 non-apprenticeship handbook SPQ DN, undated
UCLAN SPQ 2024 non-apprenticeship handbook SPQ community palliative and end of life care nursing, undated
UCLAN SPQ 2024 non-apprenticeship handbook SPQ GPN, undated
UCLAN SPQ 2024 leading and advancing specialist practice in CCN module descriptor, undated
UCLAN SPQ 2024 leading and advancing specialist practice in DN module descriptor, undated
UCLAN SPQ 2024 leading and advancing specialist practice in community palliative and end of life care nursing module descriptor, undated
UCLAN SPQ 2024 leading and advancing specialist practice in GPN module descriptor, undated
UCLAN SPQ 2024 programme specification, undated

Condition six: The core ADNE SPQ PAD is recommended for approval by the NMC.

Condition six is now met.

Evidence:
ADNE SPQ PAD, undated

Date condition(s) met: 1 May 2024

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

Standard 5: Qualification to be awarded

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

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

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

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

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

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

Standards framework for nursing and midwifery education, specifically R2.12, R2.21

Findings against the standards and requirements

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

- The programme award to be approved is clearly identified in all programme documentation and is a minimum of a postgraduate masters' level (R5.1)

  YES ☒   **NO** ☐

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

A SCPHN programme isn't proposed.

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

  YES ☒ **NO** ☐ **N/A** ☐

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

  YES ☒ **NO** ☐ **N/A** ☐

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

  YES ☒ **NO** ☐ **N/A** ☐

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

YES ☐ **NO** ☐ **N/A** ☒

There's no fall back award with a SPQ annotation.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met

YES ☒ **NO** ☐

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

Date: 5 March 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 community nursing specialist practice qualifications*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for post-registration education programmes* (NMC 2022, updated 2023) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐

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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:		

List additional documentation:
Post visit documentation:
UCLAN SPQ 2024 apprenticeship handbook CCN, undated
UCLAN SPQ 2024 apprenticeship handbook community palliative and end of life care nursing, undated
UCLAN SPQ 2024 apprenticeship handbook DN, undated
UCLAN SPQ 2024 apprenticeship handbook GPN, undated
UCLAN SPQ 2024 non-apprenticeship handbook SPQ CCN, undated
UCLAN SPQ 2024 non-apprenticeship handbook SPQ DN, undated
UCLAN SPQ 2024 non-apprenticeship handbook SPQ community palliative and end of life care nursing, undated
UCLAN SPQ 2024 non-apprenticeship handbook SPQ GPN, undated
UCLAN SPQ 2024 SPQ employer handbook programme specific information, undated
UCLAN SPQ 2024 standardised recruitment process, undated
UCLAN SPQ 2024 SPQ recruitment process, undated
UCLAN SPQ 2024 leading and advancing specialist practice in CCN module descriptor, undated
UCLAN SPQ 2024 leading and advancing specialist practice in DN module descriptor, undated
UCLAN SPQ 2024 leading and advancing specialist practice in community palliative and end of life care nursing module descriptor, undated
UCLAN SPQ 2024 leading and advancing specialist practice in GPN module descriptor, undated
UCLAN SPQ 2024 apprenticeship programme delivery 2024-2025, undated
UCLAN SPQ 2024 apprenticeship handbook DN, undated
UCLAN SPQ 2024 appendix 8c off the job hours mapping SPQ DN example, undated
UCLAN SPQ 2024 programme specification, undated
UCLAN SPQ 2024 SPQ employer handbook programme specific information, undated
UCLAN SPQ 2024 university specific PAD context document, undated
UCLAN SPQ 2024 programme specification, undated
ADNE SPQ PAD, undated

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: One student on SPQ DN programme – year one Three students on SPQ DN apprenticeship programme – year two Four students on SPQ CCN programme – year one		
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: CQC inspection report, Blackpool Teaching Hospitals NHS Foundation Trust, 19 January 2022 CQC inspection report, Blackpool Teaching Hospitals NHS Foundation Trust, Blackpool Victoria Hospital, 1 September 2022 CQC inspection report, Burnley General Hospital, 6 January 2023 CQC inspection report, Countess of Chester Hospital NHS Foundation Trust, 30 September 2022 CQC inspection report, Northumberland, Tyne and Wear NHS Foundation Trust, 26 July 2018		

CQC inspection report, East Lancashire Hospitals NHS Trust, 12 February 2019
CQC inspection report, Greater Manchester Mental Health NHS Foundation Trust, 21 July 2023
CQC quality report, Kemple View, 12 September 2019
CQC inspection report, Lancashire Care NHS Foundation Trust, 11 September 2019
CQC inspection report, North Cumbria Integrated Care NHS Foundation Trust, 20 November 2023
CQC inspection report, North Tees and Hartlepool NHS Foundation Trust, 16 September 2022
CQC inspection report, Bolton NHS Foundation Trust, 18 October 2023
CQC inspection report, South Tees Hospitals NHS Foundation Trust, 24 May 2023
CQC inspection report, St Stephens Nursing Home, 24 February 2020
CQC inspection report, Tameside and Glossop Integrated Care NHS Foundation Trust, 4 July 2019
CQC inspection report, Warrington and Halton Hospitals NHS Foundation Trust, 24 July 2019
CQC inspection report, Warrington Hospital, 17 January 2024
If you stated no above, please provide the reason and mitigation: UCLAN is an established AEI, practice and resources visits aren't needed.
Additional comments: None identified.

Issue record			
Final Report			
Author(s):	Caroline Thomas Joanna Dunn	Date:	15 March 2024
Checked by:	Ian Felstead-Watts	Date:	21 March 2024
Submitted by:	Amy Young	Date:	20 May 2024
Approved by:	Natasha Thompson	Date:	21 May 2024