Programme approval report

Section one

Programme provider name:	University of Derby
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): | PG Dip Community Nursing Specialist Practice (District Nurse)

PG Dip Community Nursing Specialist Practice (District Nurse with integrated independent and supplementary prescribing)

PG Dip Community Nursing Specialist Practice (District Nurse with integrated independent and supplementary prescribing) 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

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:	21 June 2024
Programme start date:	
SPQ Community children's nursing	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	
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	2 September 2024
SPQ District nursing with integrated independent and supplementary prescribing (V300)	2 September 2024
SPQ General practice nursing	

SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	
SPQ Health and social care nursing	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community children's nursing apprenticeship	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community learning disabilities nursing apprenticeship	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community mental health nursing apprenticeship	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ District nursing apprenticeship	
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	1 September 2025
SPQ General practice nursing apprenticeship	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Health and social care nursing apprenticeship	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Joanna Dunn Lay Visitor: Adrian Mason

Summary of review and findings

The University of Derby (UoD) is an established approved education institution (AEI) with a long history of delivering Nursing and Midwifery Council (NMC) pre- and post-registration nursing programmes. The school of nursing and midwifery (the school), within the college of health, psychology and social care present for approval a post-registration specialist practice qualification (SPQ) programme in district nursing (DN) with non-apprenticeship routes with optional integrated independent and supplementary prescribing (V300), plus an apprenticeship route with compulsory integrated independent and supplementary prescribing (V300).

The programme is designed to meet the Standards of proficiency for community nursing SPQs (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 non-apprenticeship routes are delivered over one-year full-time and two-years part-time, with the apprenticeship route being delivered over two years. The programme commences in September 2024 with the apprenticeship route commencing in September 2025. The apprenticeship route includes integrated V300, which is optional in the non-apprenticeship routes. The V300 is approved by the NMC from 2 December 2020. The programme is offered as a postgraduate diploma (PG Dip) award and is delivered from the Kedleston Road campus in Derby.

The UoD adopt the approved core SPQ practice assessment document (PAD) that's developed nationally by the Association of DN and Community Nurse Educators (ADNE).

Documentary evidence and the approval visit demonstrate commitment and collective responsibility for effective partnership working with all partners and stakeholders. There's evidence to confirm that there's been wide consultation in the development of the programme. Practice learning partners (PLPs), employer partners (EPs), students, practice supervisors, practice assessors and people who use services and carers (PUSCs) confirm robust programme development. There's evidence of strategic and operational partnership working between the UoD and PLPs/EPs. Processes to work with PLPs/EPs to mitigate risk to student learning are included within documentary evidence and the programme team and PLPs/EPs confirm the effectiveness of these processes at the visit.

The EPs that provide written, signed statements of commitment to the programme are Derbyshire Community Health Services NHS Foundation Trust, Derbyshire Healthcare NHS Foundation Trust, Nottingham City Care Partnership and Nottinghamshire Healthcare NHS Foundation Trust.

The UoD senior leadership team confirm that adequate staff and teaching and learning resources are in place to support the programme. The UoD have been delivering a SPQ DN programme for 10 years. The AEI confirm a commitment to the academic assessor role and for them to be suitably qualified and experienced staff to support the students undertaking the programme. The UoD leadership team confirm that student numbers are consistent and stable and there's shared learning with students undertaking the specialist community public health nursing (SCPHN) programme and other students undertaking the V300 prescribing programme. They confirm there are processes in place to continually monitor resource to support the programme.

Equality, diversity and inclusion (EDI) principles are embedded throughout the programme as evidenced in the documentation. EDI is reflected in the university strategic plan. EDI is monitored and reported on centrally by the UoD and the school. The programme team tell us interview questions for student recruitment are inclusive and PUSCs contribute to the development of interview questions. PUSCs involved in the programme tell us that they've access to EDI training. The programme team tell us that teaching material represents diversity and students are encouraged to challenge cultural norms and stereotypes. The students tell us of a variety of teaching approaches that are accessible to all.

The approval visit is undertaken face to face.

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 two joint NMC and university conditions and one university condition.

One joint NMC and university recommendation is made. The UoD make three further recommendations.

Updated 22 July 2024:

The UoD provide evidence to meet the two joint NMC and university conditions.

The UoD confirms the university condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

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

Programme is recommended for approval subject to specific conditions being met ☒

Recommended to refuse approval of the programme ☐ |
| **Conditions:** | **Effective partnership working: collaboration, culture, communication and resources:**

None identified.

Selection, admission and progression:

Condition two: Clarify the programme approach to consideration of recognition of prior learning (RPL) including the V300 and the university requirements for maths and English. (SFNME R2.9; SPRP R1.7) (NMC and university condition)

Practice learning:

None identified.

Assessment, fitness for practice and award:

Condition one: Revise module specifications to clearly identify the learning outcomes and content necessary to meet the programme outcomes for the DN field of community nursing practice. (SFNME R5.1; SPRP R2.7.2) (NMC and university condition)

Education governance: management and quality assurance:

Condition three: Technical amendments (see checklist for details). (University condition) |
| **Date condition(s) to be met:** | 19 July 2024 |

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![Mott MacDonald logo]

| Recommendations to enhance the programme delivery: | Recommendation one: Consider the options available for students who enter with V300 to RPL onto the programme. (SPRP R1.7) (NMC and university recommendation)

Recommendation two: Consider the addition of a postgraduate certificate as an exit award. (University recommendation)

Recommendation three: Refer directly to the apprenticeship in the documentation rather than the embedded qualification. (University recommendation)

Recommendation four: Engage with the apprenticeships team in the design of the off the job logs. (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:

The UoD programme documentation including module specifications are revised and clearly indicate that the learning outcomes and content meet the programme outcomes for the DN field of community nursing practice. Condition one is met.

The UoD programme specifications are revised to clarify the RPL processes, including V300 and university requirements for maths and English. Condition two is met.

The chair confirms that the university condition is met. | |
| **AEI Observations** | Observations have been made by the education institution   YES ☒   NO ☐ |
| **Summary of observations made, if applicable** | Clarity over where interprofessional learning is scheduled in the programme.
Clarity over the number of full-day practice educator meetings during the academic year. |
| **Final recommendation made to NMC:** | Programme is recommended to the NMC for approval   ☒ |

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	Recommended to refuse approval of the programme ☐
Date condition(s) met:	19 July 2024

Section three

NMC Programme standards
Please refer to NMC standards reference points: *Standards for post-registration education programmes* (NMC 2022, updated 2023) *Standards of proficiency for 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:

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nursing associate education.

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

There's strong evidence of collaborative working between PLPs, EPs, PUSCs,
students and other stakeholders. Documentary evidence and evidence at the
approval visit indicate that PLPs/EPs, PUSCs and students are involved in the co-
production, design and planned delivery of the programme. Documentary evidence
confirms that the consultation process has been ongoing since the release of the
draft SPRP in 2021, with regular meetings with stakeholders in relation to the

development of the new programme. Stakeholders give examples of where the programme team has listened to and responded to their feedback. One example of this is keeping case-based discussions in the programme which are valued by PLPs/EPs and students.

There are effective partnerships between the AEI and PLPs/EPs at both a strategic and programme level. UoD staff are represented on a range of groups with PLPs/EPs including integrated care board level quality groups, where any concerns relating to the quality of the clinical learning environment are addressed. There are established practice governance processes in place for both pre and post-registration students, with collaborative working between the UoD and PLPs/EPs.

Practice supervisors and practice assessors tell us that a robust working partnership is embedded throughout the relationship between the trusts and the school. Practice assessors and practice supervisors are represented at the visit from both major NHS trusts. Practice assessors and practice supervisors tell us that students are assigned a practice assessor and a practice supervisor and that these are never the same people. An individual plan is made for each student based on their learning requirements and geographic placements. Practice assessors and practice supervisors confirm that they always maintain excellent communication with the school if a student is struggling in practice, academically or pastorally. They confirm that the school is readily contactable in these circumstances. Practice assessors and practice supervisors tell us that supernumerary status is always assured for students. They tell us that students receive a good level of theoretical knowledge before engaging in placements. They also tell us that they're up to date with their own knowledge and are able to engage in continuing professional development to update themselves. Practice assessors and practice supervisors tell us that they're confident that academic staff are up to date with knowledge and technology.

Students tell us that they've an excellent working partnership with both the school and practice supervisors and practice assessors. They confirm that they've been involved in the development of the programme and their advice has been sought and responded to. They tell us that they requested flexibility in study days and that this is included in the proposed programme. Students express a positive outlook to the new programme and their only regret is that they're unable to undertake the V300 within the current programme. Students tell us that they evaluate both theory and practice and that when they raise concerns about a module this is dealt with promptly and that they're listened to and supported. Students confirm to us that they're supernumerary in practice. Students confirm to us that they're receiving exemplary support from both the school and the trusts. The students are enthusiastic, well-motivated and positive. Students confirm that they're well prepared academically for their placement experiences.

PUSCs tell us that they're part of an experts by experience group that meets every two months and that they've been involved in the curriculum development over the

last 18 months. They're invited to contribute to programmes via an email to the group and they've given input into the programme with their contribution including assisting in setting interview questions, meeting students and being involved in face-to-face teaching sessions. PUSCs are adequately trained and supported to undertake their roles and receive EDI updates.

The senior academic team tells us that they've adequate resources to run the programme and this is confirmed by the documentation and the programme team. We're told that the school has assurances from the UoD that there's a long-term 'political will' to run the programme even though it may not be financially viable.

Senior trust managers tell us that the programme fits in with their ongoing strategic vision. Working with other AEIs locally, we're told that the demand for a DN programme within the UoD is essential for the local community, especially in view of the sometimes challenging geographical area.

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** ☐

The V300 is optional for students on the non-apprenticeship routes, but compulsory for those undertaking the apprenticeship route.

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:

2 December 2020

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒ **NO** ☐ **N/A** ☐

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

  YES ☒ **NO** ☐

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒ **NO** ☐ **N/A** ☐

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

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

  MET ☒ **NOT MET** ☐

R1.5 is met. Programme documentation and the visit confirm that there are robust systems and processes in place to support practice learning, with effective partnerships at both strategic and programme level. UoD staff are represented on a range of groups with PLPs/EPs including integrated care board level quality groups. Educational audits are in place for all practice learning environments, with practice assessors and practice supervisors completing a checklist to provide assurance of meeting the SSSA and SPRP. At the approval visit, senior managers

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and PLPs/EPs tell us that they work closely on conjoint actions plans with the UoD and the university collaborates with other AEIs. Signed commitment statements are in place for all PLPs/EPs, with a separate commitment statement in relation to self-funded and self-employed students. The practice governance for self-funded and self-employed students uses the same established processes as for employed students.

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 the UoD and in practice.

PLPs, EPs, practice assessors and practice supervisors tell us they ensure that students are supernumerary and that colleagues in practice are protective of SPQ students and ensure supernumerary status is maintained. Students confirm this and tell us they're not counted in the numbers and their student status is respected.

Students tell us that they access UoD 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 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)

R1.7 is not met. Programme documentation and the visit confirm that the V300 is optional for students on the non-apprenticeship routes, with students who already have the V300 required to undertake other modules. The programme team tell us that students who apply to undertake the apprenticeship route can't enter the programme if they've the V300, as there are no replacement modules and this will impact funding. This information isn't clear in programme documentation and no alternative modules or learning is offered to such students to enable them to complete the apprenticeship. At the approval visit, students appear unclear about the RPL for prescribing. A condition is applied in relation to clarity of information about RPL and V300. (Condition two) A recommendation is made in relation to considering the options for students who enter the programme with the V300. (Recommendation one)

- 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.

There are no plans to transfer existing students to the new programme, with existing students continuing on the current 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.

Not applicable as existing students are currently supervised and assessed in line with the SSSA.

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

YES ☐ **NO** ☒

There's a lack of clarity about the RPL arrangements for students who already hold the V300 qualification and no RPL arrangements for those with the V300 on the apprenticeship route. (Condition two)

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

There's a lack of clarity about the RPL arrangements for students who already hold the V300 qualification and no RPL arrangements for those with the V300 on the apprenticeship route.

Condition two: Clarify the programme approach to consideration of RPL including the V300 and the university requirements for maths and English. (SFNME R2.9; SPRP R1.7) (NMC and university condition)

Date: 21 June 2024

Post event review

Identify how the condition(s) is met:

Condition two: The programme specifications for the apprenticeship and non-apprenticeship routes include clear information on the process for RPL including the V300. This includes reference to V300 previously studied at the UoD, other AEIs and at level six. The documentation also meets the university requirements for maths and English.

Condition two is met.

Evidence:
Community nurse specialist practice apprenticeship programme specification, undated
Programme specification community nursing specialist practitioner with V300 prescribing, undated
Outcome report – community nursing specialist practice (DN), undated

Date condition(s) met: 19 July 2024

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

Standard 2: Curriculum

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

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

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

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

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

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

R2.4 state routes within the programme for:

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

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

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

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

R2.5 ensure programme learning outcomes reflect the:

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

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

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

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

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

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

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

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

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

R2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district

nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care

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

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

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

R2.11 ensure programmes are:

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

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

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

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

Findings against the standard and requirements

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

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

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

  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** ☐

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

  YES ☒   **NO** ☐

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

  YES ☒ **NO** ☐ **N/A** ☐

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

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒ **NO** ☐ **N/A** ☐

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

  YES ☐ **NO** ☐ **N/A** ☒

A community nursing SPQ in health and social care isn't proposed.

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

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

  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.

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

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, with delivery tailored to the DN field of community nursing practice. The four core DN modules are 'principles of clinical practice and assessment', 'public health and educating communities', 'innovation, leadership and team development' and 'research, management and consolidating clinical practice'. On these modules some sessions are co-taught with SCPHN students where interprofessional learning is deemed beneficial. The V300 is undertaken with nursing and allied health profession students from other programmes. At the approval visit students tell us that during the shared modules

there are sessions for field specific input and contextualisation of generic learning. Students and PLPs/EPs tell us that the programme prepares them for practice.

The core ADNE SPQ PAD is developed with AEIs nationally and is specific to the DN field 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 doesn't provide assurance that there's sufficient field specific content for the field of DN. The proposed programme has core modules where some sessions are co-taught with SCPHN students. While the documentation refers to the SPCNSPQ there's no inclusion of field specific content or assessment for the field of DN. At the visit the programme team tell us that students study generic content together and where appropriate break out into field specific discussion groups, but this approach isn't reflected in programme documentation. The content includes reference to generic specialist practitioner content and could apply to any field of community nursing with no evidence of contextualisation of theory or assessments to the field of DN. A condition of programme approval is that the module specifications clearly reflect the field specific learning outcomes and content to meet the programme outcomes for the DN field of community nursing practice. (Condition one)

- 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. There's an overall programme schedule that demonstrates how the programme is structured with balanced opportunities for theoretical and practice learning. Programme documentation and the visit confirm that the programme is delivered with a range of teaching and learning strategies with both shared teaching with other programmes and smaller

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group teaching with DN students. Students tell us that they find the teaching and learning effective, especially the specific DN input. Most teaching at the UoD is delivered face to face on campus, with some online delivery and use of the virtual learning environment (VLE), Blackboard.

- 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. Programme delivery is predominately face to face on campus, with some use of online learning. The programme includes four interprofessional simulated practice sessions mapped to specific SPCNSPQ, focusing on stigma, inequity, EDI, safeguarding and end of life care. PUSCs tell us that they've been involved in other simulated practice days across the school and their involvement in the new programme is being planned. The UoD provide specific support for the development of digital literacy skills and students tell us that library and study skills support is effective and the resources on the VLE are valuable.

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

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

  YES ☐   **NO** ☐   **N/A** ☒

The programme isn't delivered in Wales.

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐

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

  YES ☐   **NO** ☒

The programme learning outcomes and content are relevant to community nursing, but there's no specific content for the field of DN. Therefore, we're not

assured that the curricula provides learning opportunities that equip students to meet the SPCNSPQ and programme outcomes related to DN. (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** ☒

The programme learning outcomes and content are relevant to community nursing, but there's no specific content for the field of DN.

Condition one: Revise module specifications to clearly identify the learning outcomes and content necessary to meet the programme outcomes for the DN field of community nursing practice. (SFNME R5.1; SPRP R2.7.2) (NMC and university condition)

Date: 21 June 2024

Post event review

Identify how the condition(s) is met:

Condition one: The module specifications now set out the learning outcomes and content relevant to the DN field of community nursing practice.

Condition one is met.

Evidence:
Module specification: innovation leadership and team development, undated
Module specification: principles of clinical practice and assessment, undated
Module specification: public health and educating communities, undated
Module specification: research, management and consolidating clinical practice, undated
Outcome report – community nursing specialist practice (DN), undated

Date condition(s) met: 19 July 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

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

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

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

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

MET ☒   **NOT MET** ☐

R3.1 is met. Documentary evidence and the visit confirm that there are suitable and effective arrangements and governance for practice learning in place for students. Governance is assured through effective strategic and operational partnership working. There's evidence of processes to monitor and quality assure practice learning opportunities that enable students to develop, progress and meet the SPCNSPQ in practice learning environments that comply with the SSSA. There's a partnership approach to ensure practice learning environments are educationally audited to ensure monitoring of the safety and quality of practice learning. There's assurance that practice learning environments are appropriate to enable learning opportunities that support progression and achievement of the SPCNSPQ in the field of DN. At the approval visit students tell us that the management of practice concerns is effective and give an example of a student changing practice areas when concerns were raised about support in practice.

Programme documentation and discussion at the approval visit with PLPs details that these governance arrangements apply to non-NHS, self-funding/self-employed students who must have an PLP honorary contract, confirmation of indemnity insurance and satisfactory disclosure and barring service and occupational health clearance. This is confirmed in the commitment statements for supporting self-funded/self-employed students.

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.

- 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 visit confirm that there are processes in place to ensure that students work in partnership with the UoD and their PLP or EP to arrange supervision and assessment that complies with the SSSA. At the visit students, practice assessors and practice supervisors tell us that learning contracts are used effectively to plan individualised practice learning and ensure compliance with the SSSA.

There are formative and summative meetings to review student progress and progression. Tripartite meetings are scheduled between students, practice assessors and academic assessors. 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/EPs and the UoD to feedback on their programme. The UoD and PLPs/EPs respond in a timely manner and positively support students when required.

Students with one PLP/EP tell us that there's a specific practice teacher for post-registration students who provides additional support and teaching input as required, working collaboratively with the UoD.

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.

Practice learning progress is recorded in the PAD and monitored at tripartite meetings between students, practice assessors, practice supervisors and academic assessors. If there's any concerns about progression, additional tripartite meetings are arranged and action plans developed in partnership with students, practice assessors, practice supervisors and academic assessors.

There's a range of learning opportunities that students can access and learning experiences with a range of specialist nurses and services, outside their core DN team. This enables students to meet the more specialist SPCNSPQ that may not

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be met in their core DN team. Students spend five to 10 alternative practice learning days in another DN practice area. This is recorded in the PAD.

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

  MET ☐   **NOT MET** ☐   **N/A** ☒

A community nursing SPQ health and social care isn't proposed.

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

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

  YES ☒   **NO** ☐

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

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

  MET ☒   **NOT MET** ☐

R3.5 is met. Programme documentation and the visit confirm that there are processes in place to consider individual learning needs and personal circumstances. PLPs and EPs confirm that students are individually supported with a learning contract negotiated on an individual basis. The PAD includes a learning agreement for each period of learning, enabling individualised experiences and both formative and self-assessment prior to the next period of learning. Students tell us that reasonable adjustments are applied effectively in the practice setting, with a support plan being implemented in practice following identification of specific learning needs. The PAD includes documentary confirmation that a discussion about reasonable adjustments has occurred in practice.

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

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

  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, PLPs and EPs confirm that learning experiences are tailored to students' individual needs by a learning contract. These are reviewed at each formative and summative assessment point by practice assessors in discussion with practice supervisors and students. Student progression towards achievement of the SPCNSPQ is reviewed by practice assessors and academic assessors at tripartite meetings.

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: 21 June 2024	

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

Standard 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,

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nursing associate education.

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 handbooks are provided to students and PLPs/EPs. The programme team tell us that all practice learning environments are audited for their suitability in supporting students in DN.

Students confirm that they've access to the UoD resources that support student health and wellbeing and reasonable adjustments, including screening students for dyslexia. Students give examples of how they're supported following a diagnosis from this screening. The programme team and students tell us that there's the opportunity for an academic piece of work to be submitted for feedforward before the programme starts and that students are signposted to relevant resources as required. Students perceive that feedback on their progress and achievement is constructive and value formative feedback opportunities.

Students tell us that they're aware of the processes for raising concerns within the UoD and practice learning environments and that this is mentioned in the induction. They've experience of raising concerns and tell us that their concerns are listened to, are addressed and that they receive appropriate feedback.

The programme is supported by a range of programme staff with appropriate qualifications and experience for the DN role. Senior faculty managers provide

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assurance that if there's an increase in student numbers, then staff from the wider school team with appropriate experience are able to support the programme.

An appropriately qualified external examiner is in place for the programme.

There's evidence of effective partnership working with PLPs and EPs. They tell us that their partnership is very positive and that the responsiveness of the programme team supports effective working. They tell us that if concerns are raised about students, the UoD provide effective and timely responses. Partnership policies and processes are in place to ensure that students are supported, supervised and assessed in practice according to the SSSA and programme requirements.

- 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 UoD programme team and receive updates at regular timetabled meetings. There are three full-day practice educator meetings during the academic year, delivered both on campus and via Microsoft (MS) Teams. There's also a field specific half day meeting via MS Teams. PLPs and EPs confirm that they release staff to attend the meetings. Academic assessors are prepared through specific training in relation to their role.

Staff complete a checklist to confirm that they've the necessary experience, training and qualifications in order to undertake the practice supervisor and/or practice assessor role and this is checked by the programme team as part of the admission process.

Practice assessors and practice supervisors view their preparation and ongoing support for the role in supporting student learning and assessment to be effective. Senior leaders confirm that academic assessors are allocated time for scholarly activity each year to keep themselves up to date, which includes engagement with PLPs and EPs, working alongside practice and attending professional meetings relevant to their 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)

R4.3 is met. Programme documentation and the visit confirm that PLPs and EPs work in partnership with the UoD to ensure allocation of practice assessors and practice supervisors in line with the SPRP and SSSA. A checklist is completed by practice assessors and practice supervisors in relation to the specific requirements of both the SPRP and the SSSA. Students are allocated to one academic assessor for the duration of the programme.

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 DN programme lead. 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.

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. Practice assessors at the approval visit tell us that they work closely with local community matrons who hold the V300 to support students and regularly communicate during this practice 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

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 the programme team at the UoD 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's a discussion between PLPs/EPs and the programme team. In such instances, the PLPs/EPs complete an exceptional circumstances form and provide a rationale for why this is necessary. This is then monitored by the programme lead, working closely with PLPs/EPs, with the aim of having separate practice assessors and practice supervisors as soon as possible.

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:

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- 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** ☒

A community nursing SPQ in health and social care isn't proposed.

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

YES ☒ **NO** ☐

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

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

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse practice (R4.9.2)

N/A ☒

A SCPHN programme isn't proposed.

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

		YES ☒	NO ☐	N/A ☐

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

	YES ☐	NO ☐	N/A ☒

A community nursing SPQ in health and social care isn't proposed.

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

YES ☒   NO ☐

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

YES ☒   NO ☐

Outcome		
Is the standard met?	MET ☒	NOT MET ☐

Date: 21 June 2024

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

Standard 5: Qualification to be awarded

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

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

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

R5.3 inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or

gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration

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

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

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

Findings against the standards and requirements

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

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

  YES ☒   **NO** ☐

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of

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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 exit 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: 21 June 2024

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

Date condition(s) met:
N/A

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

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.	☒	☐

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: N/A		
List additional documentation: Post visit documentation to meet conditions: Outcome report – community nursing specialist practice (DN), undated Module specification: innovation leadership and team development, undated Module specification: principles of clinical practice and assessment, undated Module specification: public health and educating communities, undated Module specification: research, management and consolidating clinical practice, undated Community nurse specialist practice apprenticeship programme specification, undated Programme specification community nursing specialist practitioner with V300 prescribing, 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: Two students on Bachelor of science community specialist practice (DN) Thirteen students on PG Dip in community specialist practice (DN) Three alumni		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation: N/A		
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: Care Quality Commission (CQC) inspection report, Derbyshire Community Health Services NHS Foundation Trust, 12 September 2019 CQC inspection report, Derbyshire Healthcare NHS Foundation Trust, 6 March 2020 CQC inspection report, Nottinghamshire Healthcare NHS Foundation Trust, 25 November 2022 CQC inspection report, Nottingham University Hospitals NHS Trust, 13 September 2023 CQC inspection report, Royal Derby Hospital, 29 November 2023 CQC inspection report, Sherwood Forest Hospitals NHS Foundation Trust, King's Mill Hospital, 23 February 2023 CQC inspection report, University Hospitals of Derby and Burton NHS Foundation Trust, 16 June 2021 CQC inspection report, University Hospitals of Derby and Burton NHS Foundation Trust, Queens Hospital, 29 November 2023		
If you stated no above, please provide the reason and mitigation: The UoD is an established AEI, practice and resource visits aren't needed.		
Additional comments: None identified.		

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Issue record			
Final Report			
Author(s):	Joanna Dunn Adrian Mason	Date:	2 July 2024
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