Programme approval report

Section one

Programme provider name:	University of Hertfordshire
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) ☐

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	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):	PgDip Specialist Community Nursing with integrated prescribing (Community Children's Nursing)
	PgDip Specialist Community Nursing with integrated prescribing (District Nursing)
	PgDip Specialist Community Nursing with integrated prescribing (General Practice Nursing)
	PgDip Specialist Community Nursing (General Practice Nursing)
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

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

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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:	26 February 2024
Programme start date:	
SPQ Community children's nursing	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	23 September 2024
SPQ Community learning disabilities nursing	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community mental health nursing	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	
SPQ District nursing	
SPQ District nursing with integrated independent and supplementary prescribing (V300)	23 September 2024
SPQ General practice nursing	23 September 2024

SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	23 September 2024
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	
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: Bernadette Martin Lay Visitor: Terry Williams

Summary of review and findings
The University of Hertfordshire (UH) is an approved education institution (AEI). The department of nursing, health and wellbeing within the school of health and social work (the school) are experienced in the delivery of Nursing and Midwifery Council (NMC) post-registration programmes. The school present for approval a community nursing specialist practice qualification (SPQ) programme with routes in community children's nursing (CCN), general practice nursing (GPN) and district nursing (DN). The academic level seven 120-credit postgraduate diploma (PgDip) specialist practitioner community nursing direct entry routes are offered on a full- and part-time basis. The CCN and DN routes include an integrated independent and supplementary prescriber (V300) qualification. There are V300 and non-V300 options in the GPN route at the request of practice learning partners (PLPs). 45 places are proposed across all routes. The full-time programme is delivered over 52 weeks and the part-time delivery is 104 weeks. There are two cohorts in September and January.

The programme is delivered at the UH College Lane campus.

There's evidence that the programme team are appropriately qualified and experienced for programme delivery. Academics have the SPQ CCN and GPN qualifications and an academic with the SPQ DN qualification is being recruited. The team have relevant prescribing and NMC teacher qualifications. The UH must however, evidence how they'll proactively monitor and review the appropriateness of the academic resources to effectively deliver the programme.

There's a clear commitment by the UH and PLPs to work collaboratively at strategic and operational levels. Programme co-production includes senior and operational PLPs, students and people who services and carers (PUSCs) who confirm their involvement in the development and design of the programme. There's evidence of the involvement of PLPs and PUSCs in the ongoing development, recruitment and selection, delivery, assessment and evaluation of the programme. Student involvement in the proposed programme development and evaluation of the current programme is clear at the approval visit.

There's evidence that confirms the UH and PLPs work in partnership to ensure that practice learning governance processes are in place that monitor practice learning capacity and adherence to the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023). Written placement agreements between the UH and PLPs are in place.

The programme is offered to non-NHS, self-employed and self-funded applicants. There's limited evidence of how the UH and PLPs support applications. The opportunities, arrangements and governance structures required to provide

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assurance that practice learning supports non-NHS, self-employed and self-funded students aren't clear.

The UH and PLPs work collaboratively to address risks to the quality and safety of practice learning when identified through system regulator reporting including any adverse Care Quality Commission (CQC) reports. There's evidence of partnership processes to address and action plan practice learning concerns and, where required, exceptional reporting to the NMC.

Students, practice assessors and practice supervisors know how to raise practice and theory learning concerns. Processes are clearly detailed in programme documentation.

The UH present the core SPQ practice assessment document (PAD) that's developed nationally by the Association of DN and Community Nurse Educators (ADNE). The PAD is contextualised to the proposed UH SPQ programme. The core ADNE SPQ PAD is subject to an existing NMC condition therefore a legacy condition is applied at the visit. The programme team are required to submit the revised PAD that's being reviewed and updated by the ADNE in response to the condition set at the initial consideration of the core ADNE SPQ PAD.

There's evidence of a commitment by the UH to ensure that equality, diversity and inclusion (EDI) is central to the programme. EDI programme data is continually reviewed and monitored by the UH course performance monitoring process. Programme specific admissions, attainment gaps, withdrawals and EDI data are reviewed and any action plans developed and monitored. Data and action plans are recorded on the UH online Tableau dashboard. The programme team present a decolonised curriculum that addresses the importance of meeting the needs of the local population and is designed to enable students to engage with a curriculum that's accessible and representative. PLPs confirm a commitment to EDI and to a programme that prepares students to deliver advanced community nursing practice to diverse populations.

There's mapping against the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the SSSA, the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023), the Standards of proficiency for community nursing SPQs (SPCNSPQ) (NMC, 2022) and the Royal Pharmaceutical Society (RPS) competency framework for all prescribers (RPS, 2021).

The approval visit is undertaken face to face.

The SFNME and SSSA aren't met at programme level as conditions apply.

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

ADNE SPQ PAD. One NMC recommendation and one joint NMC and university recommendation are made.

Updated 3 May 2024:

The UH provide evidence to meet the legacy and two joint NMC and university conditions. The conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** Condition two: In partnership with PLPs, provide a clear process and related programme documentation that demonstrates the opportunities, arrangements and governance structures that are in place to support non-NHS, self-employed or self-funded students at application to the programme and in practice learning environments. (SPRP R1.4, R1.5, R3.1) (NMC and university condition) **Practice learning:** None identified. **Assessment, fitness for practice and award:**

	None identified.
	Education governance: management and quality assurance:
	Condition one: Provide confirmation that the core ADNE SPQ PAD is recommended for approval by the NMC. (SFNME R2.1; SPRP R.4.8)
	Condition three: Provide a robust action plan that evidences how the UH proactively monitor and review the appropriateness of the academic and academic assessor resources available to continue to effectively deliver the programme. (SFNME R2.19; SSSA R9.3; SPRP R2.1.2) (NMC and university condition)
Date condition(s) to be met:	22 April 2024
Recommendations to enhance the programme delivery:	Recommendation one: The programme team are advised to consider how they can further enhance the feedback mechanisms and monitor the impact from a PUSC perspective. (SFNME R1.12) (NMC and university recommendation)
	Recommendation two: Consider strengthening the SPQ and V300 student and practice assessor and practice supervisor facing programme documentation that evidences the process for the exceptional circumstances where the same person may fulfil the role of the practice assessor and practice supervisor. (SPRP R4.6.1)
Focused areas for future monitoring:	None identified.

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

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

Revised programme documentation and an application process flow chart confirm that there are processes in place to ensure PLPs confirm that governance structures are in place to support non-NHS, self-employed or self-funded students

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at application to the programme and in practice learning environments. Condition two is met.

Additional documentation evidences the processes that ensure the UH monitor, review and support academic and academic assessor resources. The UH are actively recruiting to further support the SPQ programme team to ensure the programme continues to be effectively delivered. Condition three is met.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	An additional statement about the technology support for students is included in R2.9. To provide further clarity about the UH exceptional (extenuating) circumstances process an additional statement is included in R4.6.1.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	3 May 2024

Section three

NMC Programme standards
Please refer to NMC standards reference points: *Standards for post-registration education programmes* (NMC 2022, updated 2023) *Standards of proficiency for community nursing specialist practice qualifications* (NMC, 2022) *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) *Standards for student supervision and assessment* (NMC 2018, updated 2023) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2022)

Partnerships

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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:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

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

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Findings against the standard and requirements

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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 evidence of effective partnership working between the UH and key stakeholders. Documentary evidence and the visit confirm collaborative working with PLPs at operational and strategic levels. PLPs tell us that the UH demonstrate a commitment to work with them to ensure the proposed programme meets local population and workforce needs. Senior general practice PLP representatives tell us about how the programme team have listened to their views about the importance of developing a programme that meets the needs of the GPN workforce. They tell us about how they've influenced the programme development and describe how, through action learning sets, they're able to consider how the proposed programme can effectively support the future GPN workforce. They tell us that the opportunity to have the V300 route for more experienced NMC registrant practice nurses supports the expansion of advanced GPN practice. They appreciate the flexibility and commitment of the programme team to work with them to develop an alternative GPN module to V300. This module focuses specifically on the role for those practice nurses who meet the criteria to undertake the SPQ programme but who they recognise require more experience in the SPQ GPN role before undertaking a V300 qualification. They tell us that the non-V300 route provides GPN students with effective preparation for the SPQ role and they confirm future support for GPNs to undertake the V300 qualification on consolidation of their role.

Senior PLPs tell us about the sustained consultation process that ensures that students across all routes are prepared to work effectively and safely in community nursing settings. Senior and operational PLPs tell us about the need to focus on preparing students to recognise the importance of evidenced based practice and research. They tell us that their views influence the development of the programme and this ensures that students understand the importance of research and its impact on practice.

The importance of ensuring the quality and safety of practice learning is clearly documented and evidenced at the visit. PLPs describe how they work with the UH and the programme team at strategic and operational levels. They tell us about how quality action teams review and monitor the safety of practice learning including any adverse CQC reporting. Senior PLPs and the senior school team tell

us about how they work in partnership to address any concerns in practice learning environments and that directors of nursing or practice education leads contact the UH directly with any immediate concerns regarding student or public safety.

PLPs tell us that there's a range of communication processes and partnership approaches, for example through key account meetings each month that are in place to ensure any practice concerns are actioned, reviewed and monitored. The programme team meet with directors of services for children's nursing and are part of the GPN steering group and work regionally as part of integrated care system meetings. There's direct links to directors of nursing who attend strategic meetings at the UH. PLPs, PUSCs and the programme team confirm attendance at programme committee meetings where any student concerns and feedback that impacts of practice learning experiences are actioned, reviewed and monitored. Documentary evidence confirms that roles, responsibilities and processes are in place to assure that there's a collaborative commitment by the UH and PLPs to support and maintain the application of the SSSA in practice learning environments.

There's a clear commitment from the UH and PLPs that demonstrates the importance of including student views across the programme. Documentary evidence and the visit confirm that student views informed the programme development in consultation meetings. Students tell us that their feedback has influenced the development of the programme and that the programme team have listened to their views. They tell us about opportunities to formally and informally evaluate theory and practice learning and that they've access to any actions taken as a result of feedback through the programme online virtual learning environment (VLE) Canvas site. There's a programme specific evaluation day at the end of the programme where students provide feedback on all aspects of the programme. Students complete a practice learning evaluation form and the feedback is collated by the programme team for review by each nominated person in practice. The results of any actions are fed back to the programme team. There's student representation at programme committees and two students from each SPQ field of community nursing practice attend these meetings to share student views. They're able to discuss and feedback for example about programme structure, teaching, learning and assessment. Students tell us that these meetings ensure they receive feedback on any actions taken as a result of student feedback. Students tell us that their contributions are valued by the programme team and that they feel listened to.

Documentary evidence and the visit confirm that there are effective processes in place to listen to and address student concerns. Student and practice assessor and practice supervisor facing documentation detail the process for students to raise concerns about theory or practice learning. Practice assessors and practice supervisors confirm that they know how to raise any concerns about student performance and progression. They confirm that programme documentation details the processes for recording concerns in the PAD and that they report any

concerns to the nominated person in practice and academic assessors. Students tell us that they know how to raise concerns in practice and that they can report these to practice assessors, practice supervisors, academic assessors and the nominated person in practice. They tell us that if they've concerns about theory learning they're confident to report these to the programme team. Students commend the programme team for the support and guidance they provide across all areas of the programme. They describe the support and commitment of the programme team as excellent and they tell us about how responsive the programme team are if there are any questions, issues or concerns.

There's evidence of a UH wide strategy for service user and public involvement. The senior school and programme teams tell us about their commitment to ensure the visibility of PUSC involvement in the programme. A service user and public involvement group (SUPI) who work in partnership with the school across programmes, aim to promote the engagement and involvement of diverse groups. SUPI co-ordinate the delivery of all PUSC activities within the school. PUSCs are members of SUPI. There's a SUPI group co-ordinator who tells us about their role as the main point of contact for PUSCs and the school academic staff. SUPI members have access to UH training and development courses including EDI training. The recording of PUSC training and the active work being undertaken by SUPI to increase EDI representation are identified in the UH 2024-2025 SUPI strategic plan.

Documentary evidence and the visit confirm PUSC contribution to the development of the programme and that their views are actively encouraged by the programme team. PUSC representatives tell us that their views are considered by the programme team and that they've influenced more consideration of mental health content in the programme. They tell us that they feel listened to. They tell us about the importance of ensuring that the programme prepares students to care for people in the safety of their own home environments. They tell us that their collaboration with the programme team is positive, evidenced by the feedback they've had from the programme team on their views.

There's evidence of PUSC representation at programme committee meetings. The programme team and PUSC representatives tell us that there's a service user champion for the programme who attends SUPI meetings. The SUPI representative tells us about how it's important that the impact of PUSC contribution and commitment is continually shared with them to ensure that this remains relevant to the programme. There's documentary evidence of how PUSCs and students evaluate PUSC contribution to the delivery of the V300 programme. This is insightful and evidences the effectiveness of the impact of PUSCs on student learning. The SPQ programme team should consider how they can further enhance the feedback mechanisms and monitor the impact from a PUSC perspective. (Recommendation one)

There's evidence in the SPQ and V300 PADs that practice assessors or practice supervisors facilitate opportunities for PUSCs to provide anonymised feedback on

student performance in practice. This feedback informs discussion at student progression meetings. Students tell us that that they understand the importance of ensuring that any PUSC evidence in the PAD is recorded in a confidential manner. There's evidence in the programme consultation documentation of a continued commitment by PLPs and the programme team to involve PUSCs in the recruitment and selection process. PLPs tell us about the importance of PUSC involvement in the programme. Students tell us that they appreciate the contribution of PUSCs across the programme.

PLPs and PUSCs commend the programme team for their partnership approach and for ensuring that PLP and PUSC views influence and are incorporated into programme development.

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 compulsory in the proposed full- and part-time CCN and DN routes. It's optional in the full- and part-time GPN routes.

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:

17 June 2019

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☒   **NO** ☐

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

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☐   **NO** ☒   **N/A** ☐

R1.4 is not met. Documentary evidence and PLPs confirm a collaborative recruitment and selection process. Applicants supported by NHS employers apply directly using the NHS jobs platform. A flow chart indicates that non-NHS, self-employed and self-funded students apply through a UH online platform that details the necessary information to apply for entry to the programme.

Applicants must meet NMC requirements for entry to the SPQ programme, and for those applying to a V300 route they must meet the NMC V300 requirements before being considered. There must be confirmation by PLPs that appropriately prepared practice assessors and practice supervisors are assigned to supervise and assess students. All applications are reviewed in partnership with PLPs. PLPs, a member of the programme team and PUSCs conduct interviews. PUSCs are involved in the development of interview questions.

A non-NHS, self-employed and self-funded applicant flow chart identifies that applicants are supported to secure a practice learning placement with a PLP who agrees to support them. This process isn't clearly evidenced in programme

documentation and isn't clearly articulated by the programme team and PLPs. (Condition two)

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

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

MET ☐   NOT MET ☒

R1.5 is not met. Documentary evidence and the visit confirm that there's a collaborative partnership approach to ensuring systems and processes are in place to support practice learning. There's assurance that the quality and safety of practice learning environments is reviewed and monitored every two years using the pan-London educational audit. PLPs and the programme team tell us that if there are any concerns, practice learning educational audits are undertaken more frequently to ensure that practice learning environments are supported to either safely continue to support students or be withdrawn. Written placement agreements confirm that the necessary arrangements and governance structures are in place to support practice learning and protected learning time. Students tell us that practice learning opportunities are protected and they don't have any issues fully engaging in protected theory learning time. They describe the support they receive from practice assessors, practice supervisors, practice education leads, academic assessors and the programme team as excellent.

Documentation suggests that equitable arrangements and governance structures apply to non-NHS, self-employed and self-funded applicants who are supported to secure a practice learning placement with PLP agreement. There's no clear evidence that supports how this process is effectively managed or monitored. The programme team and PLPs can't clearly provide assurance that the necessary arrangements and governance structures are in place to support practice learning that enables non-NHS, self-employed and self-funded students to undertake and be appropriately supported throughout the programme. (Condition two)

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

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

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)

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☒ **NO** ☐ **N/A** ☐

Proposed transfer of current students to the programme under review

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

Existing students won't transfer to the proposed programme. Students confirm that the programme team consulted with them about this and that they agree that they'll remain 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.

The current SPQ programme is delivered in line with the SSSA. No transfer is required.

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Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met
YES ☒   NO ☐

Outcome
Is the standard met?   MET ☐   NOT MET ☒

The process for how non-NHS, self-employed and self-funded applicants are supported to apply to the programme isn't clearly evidenced in programme documentation and isn't clearly articulated by the programme team and PLPs.

There's no clear evidence and the programme team and PLPs can't clearly provide assurance that there's arrangements and governance structures in place to support practice learning that enables non-NHS, self-employed and self-funded students to undertake and be appropriately supported throughout the programme.

Condition two: In partnership with PLPs, provide a clear process and related programme documentation that demonstrates the opportunities, arrangements and governance structures that are in place to support non-NHS, self-employed or self-funded students at application to the programme and in practice learning environments. (SPRP R1.4, R1.5, R3.1) (NMC and university condition)

Date: 26 February 2024

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

Condition two: An application process flow chart, revised admission documentation and revised programme specification clearly detail the process for ensuring PLPs confirm that governance structures are in place to support non-NHS, self-employed or self-funded students at application to the programme and in practice learning environments.

Condition two is met.

Evidence:
Application process map non-NHS, self-funded and self-employed, undated
Revised, supporting admissions form, non-NHS, self-funded and self-employed, undated
Revised, programme specification, undated

Date condition(s) met: 3 May 2024

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

Standard 2: Curriculum

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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

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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)

R2.1.2 is not met. Documentary evidence and the visit provide some assurance that the programme team are appropriately qualified and experienced to deliver the programme. The programme lead is a registered specialist community public health nurse (SCPHN) who has extensive experience leading SPQ and SCPHN community nursing programmes in the school. The SPQ programme team are experienced in the delivery of the programme.

Two members of the programme team have SPQ qualifications. One academic is a qualified SPQ GPN and the other academic has the SPQ CCN qualification. Both are annotated on the NMC register. They both undertake academic assessor roles. The team also consists of appropriately qualified and experienced academics who've worked in community nursing practice. There's no SPQ DN working in the programme team. The DN academic assessor who teaches on the programme and leads the V300 programme doesn't have an SPQ annotation on the NMC register. They're a registered nurse with a V300 and NMC teacher qualification. Their curriculum vitae demonstrates evidence of extensive experience working in DN community nursing teams and engagement across national DN educational forums including the ADNE. This involves working as part of the ADNE development of the SPQ PAD. Other members of the programme also have teaching qualifications and are V300 prescribers. The programme team tell us that they've access to programme specific updating and that the senior school team support access to ongoing professional development that supports delivery of the programme and NMC revalidation.

The senior school team tell us that they're in the process of actively recruiting an academic with the SPQ DN qualification to join the programme team. They confirm that they'll support the development of the role through training and a period of preceptorship. The UH must provide evidence that confirms how they'll ensure academic and academic assessor resources are sustained to effectively deliver the programme. (Condition three)

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

  YES ☒   **NO** ☐

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

  YES ☒ **NO** ☐ **N/A** ☐

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

N/A ☒

A SCPHN programme isn't proposed.

- 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.

- 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 ☐

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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. There's documentary evidence of mapping to the SPCNSPQ across the programme. Module content reflects the general and professional content required to meet the SPCNSPQ and to ensure that students are prepared for SPQ GPN, CCN and DN community nursing practice. Shared learning promotes inter-professional learning (IPL) opportunities across theory and practice. Students learn with SCPHN, V300 and advanced clinical practice students. All shared modules have field specific seminars that support students to contextualise learning to their field of SPQ community nursing practice.

Students tell us that practice learning opportunities also support IPL and describe examples of the range of community specialist teams they can learn from. They confirm that this learning provides the opportunity to reflect on how their own field of community nursing applies to wider community nursing practice. They record reflections on IPL experiences in the PAD, including how this applies to progression towards achievement of the SPCNSPQ.

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GPN students who don't undertake the V300 route study the GPN specific 30-credit module 'foundation, knowledge and skills for general practice'. The module is developed with PLPs from general practice to support first destination registered nurses working in general practice who meet the entry requirements to undertake the SPQ programme. The module focuses on the development of SPQ GPNs who can manage complex assessments and treatments in the general practice setting.

There's evidence of processes in place to ensure that students undertaking the V300 route are supported by practice assessors who can contextualise V300 prescribing learning to their specific field of SPQ community nursing 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 met. Programme learning outcomes are mapped to all modules across the programme and evidence how students meet the SPCNSPQ. There's evidence that module content supports students to meet the programme outcomes for each intended field of SPQ community nursing practice. The programme team tell us that students are supported to apply shared module content to their intended fields of community nursing practice.

Documentary evidence confirms and PUSCs tell us about their involvement in contributing to module content that's specific to each intended field of SPQ community nursing practice. One PUSC representative describes the importance of CCN students recognising the impact of a sick child or young person on family dynamics, and the effect on the child or young person's mental health. PUSCs tell us that their contributions to the content of the programme are important to ensure students understand how to support and work with people to ensure that they can be cared for in their communities.

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

MET ☒ **NOT MET** ☐

R2.8 is met. Documentary evidence confirms a balance of 50 percent theory and 50 percent practice learning opportunities, across full- and part-time routes. This approach ensures that there's a focus on the specific skills required for each SPQ field of community nursing practice. The programme structure demonstrates how the balance of theory and practice with a period of consolidation supports students to demonstrate leadership and management skills.

Documentary evidence confirms that a range of learning and teaching strategies are used to promote inclusivity and achievement. Synchronous teaching includes breakout rooms that enable students to engage in collaborative discussions. The programme uses lectures, seminars, tutorials, online digital learning, group work and independent and guided study approaches. Students tell us that they're encouraged to reflect on practice learning experiences. They tell us about the importance of ensuring confidentiality when sharing and discussing these experiences.

Shared lectures are followed by specialised seminar groups led by field-specific lecturers. These support opportunities for students to engage in detailed discussions and examine the practical application of content to their specific field of SPQ community nursing practice.

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

    MET ☒   NOT MET ☐

R2.9 is met. Documentary evidence and the visit confirm that the programme uses a range of technology across all programme modules. There's a flexible blended learning approach with a mix of face to face and online delivery according to subject area. A hybrid model of delivery is considered where this is appropriate. Hybrid learning is supported by OWL (this is the name of the software, not an acronym or abbreviation) technology that enables direct communication between students who are online and those in the classroom. There's a process in place that ensures students know that hybrid attendance is monitored and recorded. The school employs educational technologists to support hybrid learning. Students and PLPs tell us that the hybrid model supports learning, and students tell us that they positively evaluate this approach.

The VLE Canvas site provides students with a range of resources that support digital skills, with links to the UH digital checklist, the UH digital learner profile and a digital skills library. There's a guide to the VLE in the programme handbook that includes guidance on assistive technology and digital wellbeing. The senior school team tell us that the school is supported by a team of education technologists, two of whom have a specific link to nursing programmes. They provide support for students and staff. Students can access the UH learning resource centre that provides a range of technical support on a 24-hour, seven days a week basis.

Students tell us that the support provided by the library and the information technology team is excellent.

There's evidence of the school's commitment to ensure that there are simulated learning opportunities for students. The senior school team tell us about the development of two simulation suites that are currently being built on the UH College Lane campus. These will be completed and available for students who'll start the programme in September 2024. The resources include a range of high and low fidelity simulation equipment that'll support further access to simulated learning. There's a simulation practice lead in place to further develop simulated learning across the school.

The programme team tell us about how they're working with the simulation lead to build on existing simulated learning within the programme. The 'practice development in community nurse specialist practice' module simulates field specific scenarios in practice that are facilitated by PUSCs, practice assessors and practice supervisors. Students are required to demonstrate through simulation a range of the skills that are specific to their SPQ field of community nursing practice. Students tell us about how they're supported to undertake simulated learning and how it's an opportunity to learn in a safe environment. They're required to reflect on simulated learning opportunities with practice supervisors and record this in the PAD.

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 UH must provide evidence that demonstrates how academic and academic assessor resources are sustained to ensure effective delivery of the programme. (Condition three)

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

YES ☐   **NO** ☒

The UH must provide evidence that demonstrates how academic and academic assessor resources are sustained to ensure effective delivery of the programme. (Condition three)

Outcome

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

The UH must provide evidence that demonstrates how academic and academic assessor resources are sustained to ensure effective delivery of the programme.

Condition three: Provide a robust action plan that evidences how the UH proactively monitor and review the appropriateness of the academic and academic assessor resources available to continue to effectively deliver the programme. (SFNME R2.19; SSSA R9.3; SPRP R2.1.2) (NMC and university condition)

Date: 26 February 2024

Post event review

Identify how the condition(s) is met:

Condition three: The UH recruitment process, induction process and induction checklist and academic probation process evidence how academic resources are supported, monitored and reviewed. The UH are actively recruiting a qualified SPQ NMC registrant academic member of staff who'll further support the SPQ programme team to ensure the programme continues to be effectively delivered.

Condition three is met.

Evidence:
SPQ role description, undated
SPQ academic, recruitment advert, undated
The UH academic probation review process form, undated
The UH induction checklist, undated

Date condition(s) met: 3 May 2024

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

Standard 3: Practice learning

Approved education institutions must:

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

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

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

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

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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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 not met. Documentary evidence and the visit confirm that there are suitable and effective arrangements and governance for practice learning in place for students who are supported by PLPs. Governance is assured through effective strategic and operational partnership working. There's evidence of how the SSSA is applied in practice learning environments that are monitored and quality assured to provide appropriate practice learning opportunities for the CCN, GPN and DN fields of community nursing practice. There's a partnership approach that ensures practice learning environments meet the requirements of the pan-London educational audit process for assuring 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 across all proposed SPQ routes.

There's no clear documentary evidence of a process that demonstrates how practice learning opportunities, arrangements and governance structures are tailored to support non-NHS, self-employed and self-funded students. The programme team and PLPs can't tell us how they can ensure that processes are in place to support practice learning for this group of students. (Condition two)

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

  MET ☒   NOT MET ☐

R3.2 is met. Documentary evidence, the programme team and PLPs confirm that processes are in place to ensure that students work in partnership with the UH and PLPs to arrange supervision and assessment that complies with the SSSA. Discussions at the visit confirm PLP commitment and declaration that practice learning environments meet the SSSA. This includes the requirement for protected learning time. Systems are in place to ensure there's practice assessor and practice supervisor capacity to support students in practice learning environments.

Practice assessors and practice supervisors are required to have SPQ GPN, CCN or DN qualifications and experience of working in the same field of practice as

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students. There are communication processes in place between V300 practice assessors and SPQ practice assessors who don't have the V300 qualification.

Students are introduced to the programme expectations in induction week. Practice education leads meet with them to establish practice expectations, emphasising the collaborative partnership between the UH and PLPs that supports positive student experiences. PLP and UH confidentiality policies and processes are reviewed and shared with students. The requirement for students to act in line with the NMC Code (2018) is emphasised and professional responsibilities outlined. They're introduced to the PAD and the programme documentation that details their role and responsibilities and those of practice assessors, practice supervisors and academic assessors. Students confirm they're made aware of their own responsibilities for learning.

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. The UH and PLPs work in line with the pan-London educational audit process that monitors the availability, suitability and capacity of practice learning environments that ensure learning opportunities are available to support achievement of the SPCNSPQ.

Programme documentation confirms that practice learning opportunities are provided that allow students to develop and progress towards achievement of the SPCNSPQ. The PAD is the framework for practice learning assessment. Self-assessment using strengths, challenges, opportunities or barriers enables students and practice assessors to develop a learning plan that facilitates the identification of appropriate learning opportunities. The plan is reviewed to monitor

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progression towards achievement of the programme outcomes and the SPCNSPQ. The process requires students to reflect on learning and progression and record this in the PAD.

There's a tripartite arrangement where practice assessors, practice supervisors and students meet on two occasions to review progression towards achievement of the SPSCNSPQ. Progress is recorded in the PAD. If there are any concerns about progression, action plans are developed and there's documented agreement between practice assessors and academic assessors about how progress is monitored.

Successful achievement of the SPCNSPQ is confirmed and recorded at a final tripartite meeting by practice assessors and agreed by academic assessors. Where students don't successfully achieve all proficiencies, practice assessors and academic assessors confirm and record the SPCNSPQ that aren't met. Results are ratified at an assessment board following review by the programme external examiner. Students may at the discretion of the assessment board be offered a final retrieval practice placement. An action plan must be developed in partnership with practice assessors, students and academic assessors to support student progress.

- 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 in 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. Student, practice assessor and practice supervisor facing programme documentation detail the additional support processes that are available for students. Students have access to the UH student wellbeing services that offer a

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range of support including specialist counselling for emotional and mental health and wellbeing, disability and health-related issues. The disability service enables students to meet with disability advisers who assess the support students require to facilitate academic achievement. A study needs agreement is established and shared with the programme team and module leaders to ensure that academic staff can support the requirements detailed in the agreement. Adjustments can include additional assessment time or additional resources to support learning and assessment. Students are encouraged to share their study needs agreement with practice assessors and practice supervisors to support reasonable adjustments in practice learning environments.

Students can self-refer to support services and are encouraged to share any learning plans with the programme team, practice assessors and practice supervisors. This ensures that arrangements can be made for reasonable adjustments to be put in place to support theory and practice learning.

The admissions process includes arrangements for PLPs to refer students to occupational health if any long-term health conditions are identified. The UH are responsible for arranging occupational health assessments for non-NHS, self-employed and self-funded students. The programme lead is responsible for ensuring that this is undertaken and reviewed.

Support with the development of academic skills is provided by the school. Students can access drop-in sessions and/or one-to-one support.

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

- intended field of SCPHN practice, SCPHN PHN practice or (R3.6.1)
  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. The programme structure demonstrates how students progress through the programme. Progression is recorded in the PAD. Students reflect on their individual progress and undertake a series of self-assessments that examine strengths, transferable skills and opportunities for learning that supports them to achieve the SPCNSPQ. There are opportunities for feedback that enhance progression. Practice assessors and practice supervisors support progression

towards achievement of the SPCNSPQ at tripartite meetings across the duration of the programme. The final tripartite meeting to assess that programme outcomes and the SPSNSPQ are met is undertaken by practice assessors and academic assessors who receive feedback from practice supervisors to inform the assessment outcome.

Students are prepared to develop the clinical assessment skills required to support them to undertake the V300 programme. The module 'promoting health and preventing ill health in the community' requires students to compile a community profile that enables them to develop the skills to be able to assess the complex needs of the local community nursing population.

Students undertake a period of practice learning that enables them to further develop the leadership skills required to lead and manage in their specific field of SPQ community nursing practice.

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome

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

There's no clear evidence of how practice learning opportunities, arrangements and governance structures are tailored to support non-NHS, self-employed and self-funded students. The programme team and PLPs can't tell us how they ensure processes are in place to support practice learning for this group of students.

Condition two: In partnership with PLPs, provide a clear process and related programme documentation that demonstrates the opportunities, arrangements and governance structures that are in place to support non-NHS, self-employed or self-funded students at application to the programme and in practice learning environments. (SPRP R1.4, R1.5, R3.1) (NMC and university condition)

Date: 26 February 2024

Post event review

Identify how the condition(s) is met:

Condition two: An application process flow chart, revised admission documentation and revised programme specification clearly detail the process for ensuring that

PLPs confirm that governance structures are in place to support non-NHS, self-employed or self-funded students at application to the programme and in practice learning environments.

Condition two is met.

Evidence:
Application process map non-NHS, self-funded and self-employed, undated
Revised, supporting admissions form, non-NHS, self-funded and self-employed, undated
Revised, programme specification, undated

Date condition(s) met: 3 May 2024	
Revised outcome after condition(s) met:	MET ☒ NOT MET ☐

Standard 4: Supervision and assessment

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

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

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

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

R4.4 ensure practice supervisors:

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

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

R4.5 ensure practice and academic assessors:

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

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

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

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

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

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

R4.7.2 SCPHN public health nurse,

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

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

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

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

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

R4.9.2 SCPHN public health nurse practice,

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

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

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

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

MET ☒ **NOT MET** ☐

R4.1 is met. Documentary evidence and the visit confirm that the SSSA is effectively reviewed and monitored through the pan-London educational audit process. Senior and operational PLPs tell us about how they support practice learning and how processes ensure the quality and safety of practice learning. Students are assigned to practice assessors and practice supervisors who have a SPQ annotated qualification and who have appropriate experience in the CCN, GPN and DN fields of community nursing practice. Documentary evidence confirms and GPN PLPs tell us that arrangements are in place that provide assurance that GPN students are assigned to appropriately experienced practice assessors and practice supervisors who have extensive experience of nursing in general practice environments. PLPs confirm the availability of practice assessors and practice supervisors.

There's evidence of arrangements in place to appropriately manage situations where SPQ and V300 practice assessors aren't the same person. This includes a process for ensuring communication between both practice assessors is documented in the PAD.

Documentary evidence and the visit confirm that there are resources in place to support practice assessors and practice supervisors to meet the requirements of the SSSA. This is reflected in the proposed programme. The pan-London practice learning environment educational audit is undertaken on a two-yearly basis to review and monitor the quality and safety of practice learning. This helps to provide a consistent approach across all practice learning environments.

Preparation for the roles is the responsibility of PLPs who confirm that practice assessors and practice supervisors are supported through a period of preceptorship before they undertake assessment and supervision roles. PLPs maintain a database that records and monitors that individual training is up to date. This enables PLPs to ensure that, when assigning practice assessors and practice supervisors, there's evidence that they've completed a period of preceptorship and undertaken the appropriate preparation to assess and supervise students.

The programme team provide SPQ programme development and network meetings three times a year that include programme specific training and updates. Practice assessors and practice supervisors are encouraged to attend. If there's an issue with non-attendance the programme lead notifies practice education leads. PLPs do action non-attendance; this may result in practice assessors and practice supervisors being removed from their supervision and assessment roles. Information about support for practice assessors and practice supervisors is detailed in student and practice assessor and practice supervisor facing documentation. Practice assessors and practice

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supervisors tell us that they're committed to supporting the programme and that they work in partnership with the programme team to ensure students receive a quality learning experience.

Students are assigned to identified academic assessors who are part of the programme team and who have appropriate experience to support students in the CCN, GPN and DN fields of community nursing practice. The senior school team tell us about their commitment to support the programme team in their roles and that they're responsible for ensuring that academic assessors are supported to undertake a period of preceptorship before being prepared for the academic assessor role.

Documentary evidence and the visit confirm there's effective collaborative PLP and UH processes in place to address any fitness to practise concerns. PLPs and the programme team are clear that as NMC registrants, students are responsible for their professional behaviour. There's assurance that PLPs have processes in place as detailed in student facing documentation. The programme team tell us this is discussed with students at induction to the programme. Students tell us they're made aware of this at induction and confirm this is detailed in programme documentation.

- 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 a partnership approach that ensures compliance with the SSSA. There are processes in place that provide assurance that PLPs assign appropriately prepared practice assessors and practice supervisors. PLPs confirm that they monitor engagement with preparation. This is evidenced as part of the pan-London practice learning environment educational audit process. PLPs must complete a declaration that applicants to the programme have appropriately qualified and prepared practice assessors and practice supervisors in place.

The programme lead and professional leads maintain regular meetings with practice education leads to review and monitor the development needs of practice assessors and practice supervisors. They work in partnership to identify areas and topics that are discussed and examined at practice assessor and practice supervisor meetings. They tell us that they'll deliver training about the use of the PAD in preparation for delivery of the proposed programme. The senior school team confirm the process to ensure academic assessors are prepared for their role through annual mandatory training and undertaking research activities. The programme team tell us about their external roles working regionally and nationally

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with academic and specialist SPQ clinicians. They confirm they're fully supported by the senior school team to access education and training that enhances the programme.

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

  MET ☒   **NOT MET** ☐

R4.3 is met. There's documentary evidence that confirms that the application process requires PLPs to verify the suitability of practice assessors and practice supervisors. The allocation of academic assessors is managed in the school by line managers, who ensure that they've been prepared and are supported to undertake the role. Students, practice assessors and practice supervisors tell us about regular meetings with practice supervisors to review how learning opportunities are recorded and reflected in the PAD. The final assessment of practice is confirmed by practice assessors and agreed by academic assessors.

External examiner processes are in place. There's evidence of scrutiny and feedback from the programme external examiner.

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. Documentary evidence and the visit confirm that there are effective processes in place to ensure students are assigned to appropriately experienced practice assessors who can provide support to SPQ CCN, GPN and DN students. PLPs tell us it's their responsibility to assign practice assessors. PLPs must verify the suitability of practice assessors who are prepared for the practice assessment role. PLPs must complete a declaration of support for applicants to undertake the programme.

If SPQ practice assessors have the V300 qualification they'll undertake the V300 practice assessor role. Documentary evidence and the visit confirm that students must be assigned to a V300 specific practice assessor if their SPQ practice assessor doesn't have a V300 qualification. It's clearly documented that students must be assigned to V300 practice assessors who can contextualise V300 prescribing learning experiences to their SPQ field of community nursing practice. There's evidence of the communication process in student and practice assessor facing programme documentation. The PAD records evidence of communication between SPQ and V300 practice assessors.

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

MET ☒   **NOT MET** ☐

R4.6.1 is met. Documentary evidence includes a statement that details that there's an exceptional circumstances process in place where the same person may fulfil the role of the practice assessor and practice supervisor. This confirms that practice assessors and practice supervisors mustn't be the same person. The programme team should consider strengthening how the process is managed and include this in SPQ and V300 student and practice assessor and practice supervisor facing programme documentation. (Recommendation two)

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

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

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

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☐   **NO** ☐   **N/A** ☒

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** ☒

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

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** ☒

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

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

YES ☒ **NO** ☐

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

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

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

Date: 26 February 2024

Post event review

Identify how the condition(s) is met:

Condition one: The revised ADNE SPQ pan-PAD confirms that the total programme days and weeks are recorded and confirmed in the PAD.

Condition one is met.

Evidence:
Revised, ADNE SPQ PAD 2024-2025, undated

Date condition(s) met: 3 May 2024

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

Standard 5: Qualification to be awarded

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

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

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

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

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

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

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

Findings against the standards and requirements

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

- The programme award to be approved is clearly identified in all programme documentation and is a minimum of a postgraduate masters' level (R5.1)
  YES ☒   NO ☐

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- 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 successfully completing the prescribing programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber (R5.4), and

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☐   **NO** ☐   **N/A** ☒

There's no fall back award with an 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: 26 February 2014

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

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Section four

Sources of evidence

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

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

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: There's no SPQ apprenticeship route proposed.		
List additional documentation: Post visit documentation: Revised, ADNE SPQ PAD 2024-2025, undated Application process map, non-NHS, self-funded and self-employed, undated Revised, supporting admissions form, non-NHS, self-funded and self-employed, undated Revised, programme specification, undated SPQ role description, undated SPQ academic, recruitment advert, undated The UH academic probation review process form, undated The UH induction checklist, 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: SPQ DN, 2023-2024 x four. SPQ GPN, 2023-2024 x four. SPQ CCN, 2023-2024 x four. SPQ DN, alumnus x one.		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation: There's no SPQ apprenticeship route proposed.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: CQC inspection report, Basildon University Hospital, 27 October 2023 CQC inspection report, Bedfordshire Hospitals NHS Foundation Trust, 16 December 2022 CQC inspection report, Henry Nihill House, 16 November 2018 CQC inspection report, London Bridge Hospital, 25 September 2023 CQC inspection report, Mid and South Essex NHS Foundation Trust, 23 December 2022 CQC inspection report, The Princess Alexandra Hospital, 16 June 2023 CQC inspection report, The Princess Alexandra Hospital NHS Trust, 17 November 2021 CQC inspection report, Watford General Hospital, 22 December 2022 CQC use of resources report, West Hertfordshire Hospitals NHS Trust, 17 June 2020		
If you stated no above, please provide the reason and mitigation: The UH is an established AEI, practice and resource visits aren't needed.		
Additional comments: None identified.		

Author(s):	Bernadette Martin Terry Williams	Date:	18 March 2024
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Submitted by:	Amy Young	Date:	21 May 2024
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