Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

Programme approval report

Section one

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

	School nurse with integrated independent and supplementary prescribing (V300) apprenticeship ☐ Occupational health nurse apprenticeship ☐ Occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship ☐ Public health nurse apprenticeship ☐ Public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship ☐
Title of programme(s):	Postgraduate Diploma Specialist Community Public Health Nursing - Health Visitor Postgraduate Diploma Specialist Community Public Health Nursing – School Nurse
Academic levels:	
SCPHN health visiting	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN school nurse	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11

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

	☐ Level 11
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN occupational health nurse apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
Date of approval visit:	4 July 2023
Programme start date:	
SCPHN health visiting	18 September 2023
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	18 September 2023
SCPHN school nurse with integrated independent and supplementary prescribing (V300)	
SCPHN occupational health nurse	

SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN public health nurse	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN health visiting apprenticeship	
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN school nurse apprenticeship	
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN occupational health nurse apprenticeship	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN public health nurse apprenticeship	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Patricia Hibberd Lay Visitor: Jayne Walters

Section two

Summary of review and findings
The University of Northampton (UoN) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). They're an established provider of specialist community public health nursing (SCPHN) education. They're requesting approval for a 120-credit, level seven postgraduate diploma (PgDip) SCPHN with fields in health visiting (HV) or school nursing (SN). The programme's designed to meet the Standards for post-registration programmes (SPRP) (NMC, 2022) and mapped to the Standards of proficiency for SCPHNs (SPSCPHN) (NMC, 2022). Successful completion provides eligibility to apply for registration as a SCPHN HV or SN. There's no fall-back exit award leading to SCPHN registration. The programme doesn't include the independent/supplementary (V300) prescribing programme. The PgDip SCPHN programme offers full-time (FT) and part-time (PT) routes. The FT route commences in September 2023 with the PT route commencing in September 2024. The FT route is delivered as a 45-week programme, planned over a 52-week period. The PT route is delivered pro-rata over a two-year period. The programme is mapped to the SPSCPHN for HV and SN. Programme and module outcomes are core to both fields. Most of the timetabled theoretical learning is shared between fields but the teaching and learning strategy also enables students to explore relevant theoretical content within the context of their field of practice. Theoretical assessments in each module are achieved within the context of the field of practice. There's 20-25 SCPHN students proposed across the two fields. Of these, the SN cohort is around six to eight students per year. The number of PT students is expected to be small at first but anticipated to increase over time. The programme employs a blended learning strategy with a balance of theoretical and practice learning throughout. This includes face-to-face learning activities supported by digital learning and resources through the UoN virtual learning environment. Practice supervision, student progression and assessment of achievement is recorded through a field specific online electronic practice proficiency workbook (e-PPW). Simulated learning is used in one module and assessed through a simulated communications exercise. The programme culminates in a period of 10 weeks practice learning. The programme development includes responses to student and practice learning partner (PLP) feedback. Practice learning is undertaken in the chosen field of practice. There's an allocated placement within the field of practice with processes in place to assign practice supervisors and practice assessors who meet the Standards for student supervision and assessment (SSSA) (NMC, 2018) and SPRP (NMC, 2022) requirements. Field specific practice assessors support, monitor and assess student achievement of core and field specific SPSCPHN in HV or SN practice. Students also upload some theoretical assessments to their e-PPW as a source of

supporting evidence for the practice assessor. Practice assessors are prepared and supported to engage in second marking the theoretical assessment components of two practice modules on the programme.

The programme leader is a current SCPHN SN registrant. They're supported by two SCPHN HV registrants. There's a wider academic team delivering specialist content including mental health and public health education. The UoN monitors workload to ensure sufficient academic resource to support the programme. There's a UoN process applied to the SCPHN programme to ensure that academic assessors meet the SSSA requirements.

Recruitment processes ensure that entry to the PgDip is open to current NMC registered first level nurses or midwives who demonstrate the capability to study at level seven. Applicants require an honours degree with a minimum of lower second class (2:2) honours classification. There's a process for applicants without an honours degree to demonstrate equivalence of level six study prior to entry. Eligible students can apply to the UoN for recognition of prior learning (RPL) for up to two-thirds of the programme (80 credits) on a module-by-module basis. All module outcomes are mapped to the SPSCPHN. There's a UoN process for external examiners to review the reliability of RPL decisions on NMC approved programmes. There are application routes for those who've secured a sponsored or commissioned place with an NHS or non-NHS employer. Self-employed or self-funding registrants can apply for the programme if there's an identified PLP to provide an appropriate practice placement including a SCPHN practice assessor and practice supervisor. The UoN require completion of a supplementary application form as part of the governance process and an honorary contract with the PLP providing the practice learning placement. NHS, non-NHS, self-funded and self-employed applicants all participate in an assessment centre. Numeracy and literacy assessment is included in the recruitment strategy with reasonable adjustments applied if disclosed. All applicants are interviewed jointly by the UoN and supporting PLPs.

The UoN collect and monitor data to ensure that programmes are actively working to ensure equality, diversity and inclusion (EDI). The SCPHN programme reports improving EDI recruitment data with no differential attainment currently noted. This is monitored as part of annual quality assurance processes and an action plan put in place if any areas for improvement are identified. There's ongoing UoN and PLP processes that continue to embed EDI at AEI and programme level. The UoN and the SCPHN programme have processes in place to ensure that risks to public and student safety are identified and exceptionally reported to the NMC where required.

The approval visit is undertaken by remote means.

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

The SSSA are met at programme level.

The programme is recommended for approval subject to a joint NMC and university condition and two university conditions. Two joint university and NMC recommendations and one university recommendation are made.

Updated 1 August 2023:
The UoN provide evidence that 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:** Condition one: Provide a written strategy that ensures the SCPHN programme is designed, developed, delivered, evaluated and co-produced with people who use services and carers (PUSCs). (SFNME R1.12) (Joint NMC and university condition) **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified.

	Education governance: management and quality assurance: Condition two: Review all documentation to amend any typographical errors and to ensure that the approved award titles are clearly reflected and consistent throughout the curriculum documentation. (University condition) Condition three: Provide to the panel evidence that the new supplementary regulations for the programme, have been progressed and approved through the UoN internal supplementary regulation approval process, by providing email confirmation that the process of approval is complete. (University condition)
Date condition(s) to be met:	1 August 2023
Recommendations to enhance the programme delivery:	Recommendation one: To continue to work with PLPs to implement and monitor programme, faculty and PLP strategies that underpin EDI (including decolonisation of the curriculum) to support and respect the diverse needs of the student body. (SFNME R3.11, R3.12; SPRP R4.1) (Joint NMC and university recommendation). Recommendation two: Continue to develop opportunities to learn with and from other professionals, including through simulation activities within the programme and evaluate these activities in relation to teaching, learning and assessment strategies. (SFNME R3.16; SPRP R2.9) (Joint NMC and university recommendation) Recommendation three: To continually review the contingency plan for staff resourcing and development, that supports student experience and staff wellbeing. (University recommendation)
Focused areas for future monitoring:	PUSCs involvement in SCPHN programme co-production, delivery, assessment, evaluation and management.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: The UoN present a written programme strategy for the involvement of PUSCs in the SCPHN programme. The strategy demonstrates planned co-production and involvement in design, development, delivery and evaluation. This is supported by a wider faculty strategy and members handbook providing the framework for PUSCs involvement in the programme. Condition one is met. The UoN provide written confirmation that conditions one, two and three are met.	
AEI Observations	**Observations have been made by the education institution YES ☐ NO ☒**
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	1 August 2023

Section three

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

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:** R2.2 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme R2.4 comply with NMC *Standards for student supervision and assessment* R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection **Standard 3: Student empowerment:** R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice. **Standard 4: Educators and assessors:**

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
R5.14 a range of people including people who use services contribute to student assessment

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

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
R1.7 students are empowered to be proactive and to take responsibility for their learning
R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including users of service, registered and non-registered individuals, and other students as appropriate

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

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

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

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and meetings during the approval visit demonstrate effective partnership working between the UoN and PLPs in the recruitment, development, delivery, evaluation and management of the programme. PLPs confirm that they work closely with the UoN to inform programme development and management at strategic and operational levels. Documentary evidence demonstrates close partnership working between the UoN and PLPs in the design of the new programme and PLPs confirm that there's regular opportunities for feedback and evaluation throughout the academic year. At the visit, PLPs give us examples of programme decisions made in co-production. PLPs confirm that they informed the decision to not include the independent/supplementary (V300) prescribing module in the SCPHN programme. They also confirm that they work with the AEI to inform programme content and assessment strategies including practice assessment.

Documentary evidence and meetings at the visit tell us that there are processes to select and prepare practice supervisors and practice assessors who meet the SSSA and SPRP requirements. This includes a period of preceptorship prior to local practice supervisor and/or practice assessor preparation. Practice assessors are also supported to undertake a postgraduate practice teaching qualification. PLPs confirm that they support and provide time to enable practice supervisors and practice assessors to attend UoN termly meetings and marking workshops.

Programme documentation, the programme team and students tell us that there's opportunity for peer learning between HV and SN fields throughout the programme. The programme team tell us that opportunities for learning with and from people from other professions occur during practice learning. However, some modules on the programme are open to other health professionals and offer opportunities for interprofessional learning (IPL). Students confirm that a module in the programme offers opportunities to collaborate and learn with and from students from other professions, for example, physiotherapists and psychotherapists. Practice assessors and practice supervisors confirm that opportunities for IPL are provided in practice settings, for example, observational visits to other professionals and agencies. To develop the IPL strategy further, the programme

team are planning to develop an interprofessional safeguarding study day including simulated learning activity. (Recommendation two)

UoN staff tell us that the student voice and their evaluation is valued and is a key part of annual UoN quality monitoring and enhancement processes. Students confirm that all modules and practice learning placements are formally evaluated. There are also regular opportunities for verbal feedback to the programme team. They tell us their views are built into the development of the proposed programme. They give the example that changes to the schedule ensure more time is spent in practice learning in terms one and two. The UoN offer the opportunity to elect a student representative, but students tell us that they prefer to work together using a group email system where issues can be raised collectively. Students feel listened to and they confirm the programme leader and team are responsive. Students tell us they're well supported in their placements by practice assessors and practice supervisors. Student evaluation is raised and discussed with practice assessors and practice supervisors as part of termly practice assessor and practice supervisor study days.

The UoN have an active group for PUSCs, however we hear that this group isn't yet representative of the SCPHN service and aren't involved in the co-production of the proposed programme. Students we meet tell us they've also had minimal experience of PUSC involvement in SCPHN programme delivery.

The UoN are developing their relationship with a PUSC group in a local PLP. At the visit we hear that this group is already involved in shared recruitment activities between PLPs and the UoN SCPHN team. PUSC representatives tell us that they participate in SCPHN interview panels and develop and present their own questions. They're provided with preparation, including EDI training to support their recruitment role. The PLP have their own active recruitment strategy to maintain the sustainability of PUSC involvement that's representative of the SCPHN service. Although not involved in co-production of the programme, the PUSCs we meet have recently seen the proposed SCPHN programme modules and are eager to become more involved. They've got ideas as to how PUSC involvement can be enhanced, for example in the development of case scenarios. We're told they'll also be involved in a proposed communication simulation activity.

PUSC feedback is included in evidence required within the e-PPW and students are supported by PLPs to gain this feedback. There's an active PUSC group within PLPs who inform and support the development of PUSC feedback questions.

Although there's evidence of PUSC involvement in SCPHN recruitment there's minimal evidence of planned PUSC involvement in the delivery, assessment, management, evaluation and co-production of the proposed SCPHN programme. Further assurance of ongoing PUSC engagement is required and a condition is applied. (Condition one)

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

MET ☐ **NOT MET** ☒

Documentary evidence and meetings at the visit provide little evidence to demonstrate how PUSCs are involved in the delivery, assessment, management, evaluation and co-production of the proposed SCPHN programme.

Condition one: Provide a written strategy that ensures the SCPHN programme is designed, developed, delivered, evaluated and co-produced with PUSCs. (SFNME R1.12) (Joint NMC and university condition)

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

MET ☒ **NOT MET** ☐

Post Event Review

Identify how the condition is met:

Condition one: The UoN present a written programme strategy for the involvement of PUSCs in the SCPHN programme. The programme strategy, written as a flowchart, demonstrates how co-production and involvement in design, development, delivery and evaluation is planned and will be implemented. This is supported by a wider faculty strategy and members handbook providing the supporting framework for PUSCs involvement in the SCPHN programme.

Condition one is now met.

Evidence:
Service user and carer (SUC) member faculty strategy, November 2021
SUC member handbook, July 2023
SCPHN programme strategy for SUC involvement, undated

Date condition(s) met: 1 August 2023

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

Independent/Supplementary Prescriber (V300)

Please indicate whether the V300 is a compulsory or optional element of the Specialist community public health nursing programme.

Optional ☐ **Compulsory** ☐ **N/A** ☒

Independent/supplementary (V300) prescribing isn't included in the proposed SCPHN programme.

Please indicate whether the V300 is to be approved at this event against the *Standards for prescribing programmes* and *Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2021)*

YES ☐ **NO** ☒

OR

If V300 is approved against *Standards for prescribing programmes* and *Standards of proficiency for nurse and midwife prescriber* provide the date it was approved:

N/A

Student journey through the programme
Standard 1: Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 ensure that the applicant is an: R1.1.1 NMC registered nurse (level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Specialist Community Public Health Nurse (SCPHN) programme before being considered as eligible to apply for entry R1.1.2 NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry R1.2 confirm on entry that each applicant selected to undertake a SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme R1.3 provide opportunities that enable eligible NMC registered nurses and/or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme R1.4 provide opportunities that enable eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme R1.5 confirm that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected

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

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

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

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

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

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

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

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

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

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

YES ☒ **NO** ☐ **N/A** ☐

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

N/A ☒

An SPQ programme isn't proposed.

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐ **N/A** ☐

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

N/A ☒

An SPQ programme isn't proposed.

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

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

MET ☒ **NOT MET** ☐

R1.5 is met. Documentary evidence and senior AEI and PLP meetings at the visit confirm that arrangements and governance structures are in place to support practice learning. The UoN have a partnership agreement template which is used for SCPHN PLPs and there's evidence of a signed partnership agreement. This confirms PLP commitment to uphold the regulatory requirements of programmes as stipulated in the programme documentation. Programme documentation and

meetings with PLPs confirm NMC requirements are met including protected learning time.

The AEI confirms there's a dedicated team who work with the SCPHN programme team to monitor that agreements and audits are in place and that student placement evaluations are completed. They ensure there's a partnership agreement completed for any new PLP and an audit completed in all new placement areas. Placement audits are completed biannually and include confirmation that practice supervisors and practice assessors meet SSSA and SPRP requirements. An example PLP database and meetings with PLPs at the visit demonstrate how practice assessor and practice supervisor requirements are recorded and monitored.

There are processes to monitor the safety and quality of SCPHN practice environments and to ensure feedback to placement areas. At enrolment a SCPHN joint statement of commitment between the student, practice supervisor, practice assessor, academic assessor and programme lead is completed. Commitment statements include completing suitable preparation for the role, providing appropriate support, supervision and practice learning opportunities as well as protected learning time in practice. Statements are updated if any changes occur during the programme. This is detailed in the practice supervisor and practice assessor handbook and in their preparation study day.

At the visit, the UoN confirm that the student experience is central to their purpose with established processes for student voice and student evaluation, together with annual monitoring of the quality of the SCPHN programme. There are processes to manage risks to the safety and quality of SCPHN education including policies for escalation of concern. Students, practice assessors and practice supervisors confirm that processes to raise issues of concern are documented and clear. There's a clear governance process to enable opportunities for eligible self-employed or self-funded applicants to undertake safe, quality SCPHN HV or SN practice learning experiences. This includes a supplementary information form as part of application and completion of an honorary contract with the PLP. All other governance processes apply equally to all students once on programme.

Documentation, students and PLPs confirm there's ongoing supervision and support for students in practice. Students are allocated a practice supervisor and practice assessor and there's an induction period at the beginning of the programme which is valued. There are opportunities for formative practice assessor feedback throughout the programme and a midway and final summative assessment point in both FT and PT routes. Student progress meetings are held on a termly basis with the student, practice supervisor, practice assessor and academic assessor with processes to record and review action plans where needed. Students tell us there's good support for practice learning and clear processes to declare and receive support for reasonable adjustments in relation to their learning needs and personal circumstances.

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

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

YES ☒ **NO** ☐ **N/A** ☐

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

N/A ☒

An SPQ programme isn't proposed.

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

YES ☐ **NO** ☐ **N/A** ☒

An NMC approved independent/supplementary (V300) prescribing programme isn't proposed.

- 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** ☒

An NMC approved independent/supplementary (V300) prescribing programme isn't proposed.

Proposed transfer of current students to the programme under review

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

There's no transfer of students planned. The UoN have processes in place to ensure students will complete their existing programme in the case of a programme break or extenuating circumstance.

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

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

The SSSA are adopted for current SCPHN students. There's no transfer required.

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

YES ☒ **NO** ☐

Outcome

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

Date: 4 July 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 2: Curriculum

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

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

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

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

R2.2 confirm SCPHN and/or SPQ programmes comply with the NMC *Standards for student supervision and assessment*
R2.3 confirm SCPHN and/or community nursing SPQ programmes that include admission to NMC approved prescribing qualification comply with the NMC *Standards for prescribing programmes*
R2.4 state routes within the programme for:
R2.4.1 students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse
R2.4.2 students to enter the SCPHN register for the public health nurse qualification
R2.4.3 students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing
R2.4.4 students to annotate their registration in community nursing SPQ practice in health and social care
R2.5 ensure programme learning outcomes reflect the:
R2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing
R2.5.2 core standards of proficiency for SCPHN that are tailored to public health nursing
R2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice
R2.6 set out the general and professional content necessary to meet the:
R2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,
R2.6.2 core standards of proficiency for SCPHN public health nurse qualification
R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care
R2.7 set out the content necessary to meet the programme outcomes for each intended field of:
R2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,
R2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care
R2.8 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies

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, R2.16, R2.19, R2.20; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R3.16; R5.1 - R5.16.

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

Findings against the standard and requirements

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

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

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

YES ☒ **NO** ☐ **N/A** ☐

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

N/A ☒

An SPQ programme isn't proposed.

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

YES ☒ **NO** ☐

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

YES ☐ **NO** ☐ **N/A** ☒

An NMC approved independent/supplementary (V300) prescribing programme isn't proposed.

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

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

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☐ **NO** ☐ **N/A** ☒

A SCPHN public health nurse qualification isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

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

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

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☐ **NO** ☐ **N/A** ☒

A SCPHN public health nurse qualification isn't proposed.

- standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These

may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice (R2.5.3)

N/A ☒

An SPQ programme isn't proposed.

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

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

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

MET ☒ **NOT MET** ☐ **N/A** ☐

R2.6 is met. Documentary evidence and meetings at the visit confirm that the programme details general and professional content in module specifications. These are mapped to the core and field specific SPSCPHN for the intended fields of HV and SN.

The PgDip SCPHN programme includes FT and PT routes for HV and SN with core programme outcomes applied to both fields. The FT route comprises six 20-credit modules at level seven taken over a 52-week period. The PT route comprises six 20-credit modules taken pro-rata over a two-year period, with 60 credits studied in each year. There's one 20 credit practice module completed in each year. In both routes, theoretical learning takes place in terms one and two each year with practice learning mainly taking place in terms two and three each year. The final term of the year on each route comprises practice learning.

All modules are compulsory for both fields. Four of the programme modules can be accessed by other healthcare programmes – these include 'individual, community and population health; therapeutic approaches to specialist practice; reducing risk and vulnerability and leading innovative specialist practice'. Two 20-credit practice modules are specific to the PgDip SCPHN programme and shared between HV and SN students.

To support the development of field specific knowledge, field specific teaching is included in the scheduled timetables for the programme. The programme team tell us that there's opportunities at the beginning and end of sessions for students to reflect upon and relate learning to the spheres of influence in relation to their field of practice. They give an example of how brain development is taught across a

lifespan model and how the teaching strategy ensures that all students can incorporate and apply knowledge to their own practice. There are also days where the field cohorts are timetabled into separate groups to consider specialist content. The programme team give the example of a mental health day in which issues most relevant to the field of practice are discussed in small groups. The students we speak to feel that this approach to learning and teaching meets their specific needs. Students also have time in the schedule for independent learning to address field specific learning needs and interests and in preparation for assessment.

As part of the two practice modules, students undertake practice learning within the context of their field of practice with a field specific practice assessor and practice supervisor. Throughout the programme all module assessments are undertaken from the perspective of the specific field of practice.

There's mapping of all module outcomes to the SPSCPHN including core and field specific proficiencies. There's an ongoing achievement record (OAR) which demonstrates that all core and field proficiencies are assessed in practice settings.

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

MET ☐ **NOT MET** ☐ **N/A** ☒

A SCPHN public health nurse qualification isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

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

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

MET ☒ **NOT MET** ☐

R2.7 is met. The programme and module specifications detail the programme content. A mapping document demonstrates how the completion and achievement of six compulsory modules and module assessment is required to achieve the programme outcomes for both FT and PT routes. All assessment is completed

within the context of the field of HV or SN. This includes the achievement of the field specific e-PPW in which all core and field specific SPSCPHN must be assessed and passed within a field specific SCPHN placement.

All module outcomes are mapped to the programme outcomes and to the SPSCPHN for each field of practice. Programme documentation confirms that all modules must be passed for the SCPHN programme to be achieved. There's evidence of special regulations to ensure no compensation is applied in modules with more than one element of assessment.

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

N/A ☒

An SPQ programme isn't proposed.

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

MET ☒ **NOT MET** ☐

R2.8 is met. Documentary evidence and meetings at the visit demonstrate there's a balance of theory and practice learning opportunities and that a range of teaching and learning strategies are used. Student documentation and the programme schedule evidence a balance of theory and practice across the FT route and pro rata to the PT route. PLPs and students confirm that this schedule is discussed as part of programme development and the balance has been amended to add some further practice learning hours earlier in the programme.

A range of learning, teaching and assessment strategies are demonstrated in the module specifications. Module teaching is mainly provided by a small core team of SCPHN qualified and experienced academic staff who also act as academic assessors for the programme. At the visit senior AEI staff confirm that teaching workloads are carefully monitored through a workload system. They identify there's a wider group of SCPHN qualified academic staff working within the AEI to provide additional support if student numbers should increase or in the case of short-term staff absence.

A blended learning strategy is employed, with module specifications identifying on campus lectures and small group work together with smaller amounts of online interactive activities. Practice learning in an allocated placement with a practice supervisor and a named practice assessor provides students with the opportunity to develop their SPSCPHN in practice throughout the programme. Programme documentation and the programme team tell us there's an attendance policy to

monitor engagement with the theoretical programme which ensures that students are followed up and supported should they be encountering any difficulties. All scheduled practice days must be achieved or made up and this is monitored by practice assessors as part of practice learning.

The assessment strategy includes a variety of written and verbal assessments relevant to assessing module and programme outcomes. Assessments include community profiling, a simulated communications exercise, health needs presentation and written case studies. There's a field specific e-PPW which is submitted for an initial assessment in the first practice module. This occurs at the programme mid-point. There's a final summative assessment in the second practice module at the end of the programme.

Programme documentation and the programme team confirm that assessment strategies are designed to develop critical reflection and to review personal learning and development. Formative and summative feedback is provided and there's analysis of module feedback to support learning in personal tutorials. There's an external examiner appointed for review of programme assessment.

- 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. Documentation and the UoN confirm at the visit that a small number of online learning activities are scheduled in each module. These include interactive online teaching and seminars. Resources, materials and information and digital skills are available through the UoN virtual learning environment.

Senior AEI staff confirm there's a strategic commitment to the development of simulation. They've appointed a simulation lead to develop best practice and they're investing in resources to develop new flexible spaces and technology. The programme team confirms they're using simulated learning to support role play and other simulated activities based on case scenarios and are anticipating further developments to enhance IPL (Recommendation two). PUSCs tell us that they're eager to become more involved with simulated learning within the SCPHN programme. There's a simulated exercise included as part of the programme assessment strategy. Documentary evidence and meetings at the visit confirm that this simulation activity is assessed by a panel including an AEI lecturer, practice assessor and PUSC representative.

The e-PPWs for SN and for HV are hosted on an established digital platform. The programme team tell us of ongoing plans in place to prepare and support practice assessors and practice supervisors for supervision and assessment of the SPSCPHN through the e-PPWs.

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

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

YES ☐ **NO** ☐ **N/A** ☒

The programme isn't delivered in Wales.

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

Outcome

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

Date: 4 July 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 3: Practice learning

Approved education institutions must:

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

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

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

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

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

MET ☒ **NOT MET** ☐

R3.1 is met. Documentary evidence and stakeholder meetings confirm that there's suitable and effective arrangements and governance for SCPHN practice learning. At the visit, senior AEI representatives and PLPs confirm there's strong partnerships in place to support the quality of practice learning.

The UoN and PLPs confirm their commitment to supporting opportunities for NHS, non-NHS, self-employed and self-funded students. All students have a contracted PLP agreed for placements as part of the recruitment and selection process. The UoN confirm that contractual processes for practice learning arrangements and governance with PLPs are extended to non-NHS, self-employed and self-funding students.

Documentation and the UoN confirm that all placements require a satisfactory educational audit with a practice assessor and practice supervisor allocated that meets the SSSA and SPRP requirements. Audits are completed in partnership with PLPs. The programme team confirm that they review all audits to ensure that a reliable process is undertaken and that intended placements meet requirements.

Programme documentation and the UoN tell us that placements are allocated by the programme lead in partnership with PLPs and with the support of the UoN placements and work-based learning office. Placement allocations consider the student's home address, field of practice and any reasonable adjustments that are required. Previous community experience is also considered. The process is designed to ensure that a fair allocation is provided across the student cohort.

There's evidence that PLPs produce a welcome pack identifying key information on services, contact information and learning opportunities for students. Mandatory training and induction are identified and must be completed prior to placements. Students tell us that the induction period is highly valued and helps to prepare them for placement learning. This includes the ability to disclose reasonable adjustments or to seek support for any personal circumstances that may influence learning on the programme.

Documentation and stakeholder meetings tell us that students' progress is monitored through tripartite meetings on a termly basis, or more frequently if needed. There are scheduled meetings between practice supervisors, practice assessors, academic assessors and students at a minimum of once a term to review progress. There's a flowchart for students to follow when raising a concern. Placements are evaluated using a dedicated SCPHN placement evaluation form and students confirm that this is used. Practice supervisors and practice assessors

confirm that feedback is provided during termly updates. Practice assessors, practice supervisors and students are provided with documentation that outlines key processes and contact points for any concerns.

There's a UoN process for identifying and acting on external regulator concerns and for escalation to the NMC.

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

MET ☒ **NOT MET** ☐

R3.2 is met. Documentary evidence and stakeholder meetings at the visit confirm that processes are in place to ensure that students work in partnership with the UoN and PLPs to arrange supervision and assessment. There's a joint statement of commitment completed and signed by the student, practice supervisor, practice assessor and academic assessor identifying and confirming their agreement to comply with roles and responsibilities for practice learning throughout the programme.

Supplementary information forms are completed by non-NHS and self-funded or self-employed students. This includes confirming that a practice assessor and practice supervisor that meets NMC requirements is identified in the proposed PLP. These are subject to approval by the UoN who ensure that there's a signed contract with the PLP, an educational audit is completed and confirm that practice assessors and practice supervisors meet requirements. As part of the approval process, the supplementary information form also requires that students declare any potential conflict of interest between them and their nominated practice supervisor and practice assessor. An honorary contract template is available to set up the contractual arrangements between student and their host PLP. This ensures they're able to access appropriate practice learning opportunities for the programme.

Documentary evidence and stakeholder meetings confirm that SCPHN students are allocated a practice supervisor and practice assessor with a SCPHN qualification and experience in the same field of practice. There's evidence of record keeping that ensures the UoN check that practice assessors and practice supervisors are current NMC registrants. There's a signed statement of commitment in which SCPHN practice assessors and practice supervisors confirm that they've previously completed a period of preceptorship and preparation for their role.

There's a trust induction week scheduled for all students to enable them to meet practice supervisors, practice assessors and academic assessors and for general orientation purposes. This is supported by an organisational welcome pack.

Practice assessment documentation requires students to take responsibility for learning. There's a daily learning log for students to note key learning points which form part of the evidence for achievement of the SPSCPHN. Student self-assessment is also built into each assessment of the SPSCPHN. Students' progress is reviewed in partnership between the UoN and PLPs on a minimum termly basis and more frequently if needed.

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

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

MET ☒ **NOT MET** ☐ **N/A** ☐

R3.3.1 is met. Documentary evidence and stakeholder meetings confirm that practice learning is a required element of the PgDip SCPHN HV and SN programme. The programme documentation stipulates the SCPHN practice learning hours required as part of the programme in the two practice module specifications. Successful achievement of a field specific e-PPW where all SPSCPHN are assessed is required to pass the programme and receive eligibility for registration. The FT route plan demonstrates that practice learning takes place over the three terms of the programme and the PT route plan shows this as pro-rata over six terms. The programme documentation and programme team confirm that any missed practice learning hours must be made up.

Documentation and stakeholder meetings confirm that placements are audited for the range of learning opportunities needed for SCPHN students to achieve the SPSCPHN. Documentation and stakeholder meetings confirm that available learning opportunities enable the SPSCPHN to be met in practice. However, theoretical assessments are used to support practice development and two of these are uploaded to the e-PPW as evidence to support the achievement of the SPSCPHN.

Documentation and students confirm they're allocated to a named practice supervisor and practice assessor with a SCPHN registration and annotation in the same field of practice. Support for practice learning is confirmed through a statement of commitment signed by practice assessors and practice supervisors. There's a practice assessor and practice supervisor handbook which outlines responsibilities for supporting student learning opportunities. There's documentary evidence and the programme team and PLPs confirm that practice assessor and practice supervisor study days are held each term for ongoing update and development.

SPSCPHN are recorded in the HV or SN e-PPW and are achieved throughout the programme. Documentation and stakeholder meetings confirm there's a termly review with students to agree personal learning objectives and agree relevant

learning opportunities. This includes access to learning opportunities in placements that enhance the breadth of knowledge about wider public health and social care services. There's a process for students to escalate concerns if they're not getting the opportunities required to meet their learning needs. There are regular opportunities to evaluate practice through verbal and written means.

- SCPHN public health nurse (R3.3.2)

MET ☐ **NOT MET** ☐ **N/A** ☒

A SCPHN public health nurse qualification isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

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

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

YES ☒ **NO** ☐

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

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

MET ☒ **NOT MET** ☐

R3.5 is met. Documentary evidence and stakeholders at the approval visit confirm that processes are in place to ensure that students' individual learning needs and personal circumstances are considered when practice learning is allocated. The UoN and PLPs confirm that students can be referred for occupational health assessment as needed. This is either undertaken with the sponsoring PLP for

NHS funded students or with the UoN for non-NHS, self-funding and self-employed students.

Documentation and the UoN confirm they offer assessment for individual learning needs and circumstances. The student receives a UoN inclusion plan which outlines the reasonable adjustments needed for full student access to the programme. All students with disabilities, physical and mental health conditions and specific learning difficulties, who are registered with the student wellbeing service, have an inclusion plan in place. There's wider support for academic skills and development from the UoN learning development service. There's follow up of reasonable adjustments at termly student review meetings. There's an extension and mitigating circumstances policy to support students that need additional support and time.

Information about assessment of individual needs is available to students via the UoN online learning environment. Students tell us they're encouraged to disclose their learning needs and personal circumstances and feel well supported by the programme team, practice supervisors and practice assessors. The programme team confirm that support for students including consideration of reasonable adjustments is ongoing throughout the programme and reviewed during personal academic tutorials and tripartite progress review meetings with practice assessors and academic assessors.

There's a flow chart process outlining support for students with learning differences and additional needs included in the practice supervisors and practice assessors handbook. Practice supervisors and practice assessors tell us they're clear about their role in supporting students with additional needs including referral for assessment. The programme team confirm that this is also an agenda item at practice supervisor and practice assessor study days.

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

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

MET ☒ **NOT MET** ☐ **N/A** ☐

R3.6.1 is met. Documentary evidence and meetings at the visit confirm that the programme is co-designed with PLPs so that the programme introduces increasing complexity. The first practice module in term one (FT) or year one (PT) of the programme provides evidence-based foundations of SCPHN practice. This is complemented by modules exploring therapeutic approaches to specialist practice and understanding of the health of people, community and population. In term two and three (FT) and year two (PT), greater complexity is introduced. Students undertake the second practice module focused on their developing SCPHN

practice. This is complemented by modules which focus on reduction of risk and vulnerability, leadership and innovation.

Practice learning is integrated throughout the programme. The e-PPWs provide an opportunity for students to identify their personal learning needs in each term, so that learning opportunities are tailored to meet their needs. There's a developmental framework provided to support student's self-assessment of their progress. Students provide a range of evidence to demonstrate their development including reflective logs and feedback from practice assessors, practice supervisors and PUSCs. There's a termly scheduled review of student progress including action plans for students who require additional support. There's a practice assessment at the end of the first practice module to confirm that students are making the required progress. Practice assessors are provided with a rubric to support reliable assessment. Documentary evidence and the programme team confirm that students who are referred in practice assessment in the first practice module have an action plan and support from the practice assessor and academic assessor in place. They'll have a further opportunity to complete the assessment as they progress into term two. There's a record of termly meetings with the named practice assessor, academic assessor and student to review and discuss progress and achievement.

The programme culminates in a 10-week period of practice learning. During this period, assessment of the e-PPW and the OAR is completed by the practice assessor within the HV or SN field of practice. Students must achieve all assessments and modules to demonstrate that the SPSCPHN and programme outcomes are met. There's no compensation within the programme.

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

N/A ☒

An SPQ programme isn't proposed.

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

Outcome

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

Date: 4 July 2023

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

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure student support, supervision, learning and assessment complies with the NMC *Standards framework for nursing and midwifery education* R4.2 liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment R4.3 ensure practice supervision, the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment* R4.4 ensure practice supervisors: R4.4.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals or R4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students R4.5 ensure practice and academic assessors: R4.5.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ or R4.5.2 can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ R4.6 ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking R4.6.1 in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN/community nursing SPQ student is undergoing education and

training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person

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

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

R4.7.2 SCPHN public health nurse,

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

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

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

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

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

R4.9.2 SCPHN public health nurse practice,

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

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

Standards framework for nursing and midwifery education, specifically*: R2.12; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17; R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9*

Standards for student supervision and assessment, specifically *R4.1 – R4.11*

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 shows that the PgDip SCPHN award is achieved on successful completion of six compulsory modules and 120 credits at level seven. All modules are mapped to the SPSCPHN. There's a field specific e-PPW and an OAR which records achievement of all SPSCPHN in practice learning.

Documentation and meetings during the visit confirm that students are allocated a registered SCPHN as a practice assessor and a separate practice supervisor with annotation in the same field of practice. Senior PLPs tell us that practice assessors and practice supervisors are required to have completed the local preceptorship period and the preparation required for the role. An additional local requirement for practice assessors is the completion of a level seven practice education module. Documentary evidence, the UoN and PLPs tell us that termly practice assessor and practice supervisor study days are provided to support and develop practice supervisors and practice assessors understanding of local programme requirements and processes and to provide updates on any changes to the programme or wider NMC issues.

Students are allocated an academic assessor who is registered with a SCPHN qualification, with the equivalent experience for the students' field of practice. Academic assessors tell us how they judge and maintain equivalent experience if they're acting as an academic assessor for students in an alternative field to their own registration. This includes a combination of prior experience with the field of practice, engaging in relevant local NHS updates, attending conferences and networks for the field and through their own learning and study. They tell us that academic assessors who can't demonstrate equivalent experience are allocated students from their own field of practice. There's a UoN process for ensuring that new academic staff meet the criteria and receive preparation to become an academic assessor.

Academic assessors, practice assessors and students all confirm they meet termly to provide feedback on and monitor the students' progress and achievement in theory and in practice. PUSCs feedback on student performance is included as evidence to support the student's achievement of the SPSCPHN. The e-PPW is arranged to provide three periods where documentation is shared and to use evidence for decision making in student progression and achievement. This can be more frequent if students require an action plan or closer support. There are two summative points within the programme where progress and achievement are assessed.

There are documented processes to support the supervision of students in line with their individual needs. Reasonable adjustment processes including adjustment for disability and for personal circumstances are applied to theory and practice settings. This includes adjustment for assessments, for example additional time for completion. There's a mitigating circumstance process available to students. The programme student handbook provides hyperlinks to the UoN web pages detailing the range of resources available to support students'

academic progress, health and wellbeing as well as academic and pastoral support from within the programme team.

All programme staff, academic assessors, practice assessors and practice supervisors confirm they're required to complete mandatory training for EDI and this is monitored for completion. Data provided and the programme team confirm that the programme is monitored against the protected characteristics of the Equality Act (2010) and currently there's no differential attainment identified. They're reviewing reading lists and programme materials to ensure that these are inclusive. PLPs tell us they monitor the initial recruitment data to ensure that recruitment practices are inclusive. They also include cultural ambassadors as part of an inclusive recruitment process. It's recognised that work is ongoing to improve and underpin EDI on the programme and it's recommended that these strategies continue to be implemented and monitored. (Recommendation one)

The partnership agreement template confirms PLPs commitment to supporting practice learning, including the time needed for practice supervisors and practice assessors to undertake their role. Students confirm that there's frequent opportunities to evaluate theoretical and practice learning and feel that the UoN is responsive and acts upon the issues they raise. There are documented processes in place to respond to concerns and complaints.

- 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 discussion at the visit confirms there's effective liaison and communication with PLPs in the preparation, education, training, ongoing learning, support and expertise necessary to support SCPHN students. PLPs work in partnership with the UoN to confirm that they're allocating appropriately qualified and prepared practice supervisors and practice assessors for each of their students. PLPs monitor and confirm that SCPHN students are allocated to practice supervisors and practice assessors who are SCPHN registrants and have received preceptorship and preparation to undertake the role.

The UoN provide a guidance document for practice assessors and practice supervisors that includes the contact details for the programme team, introduction to the programme aims, the role and responsibilities for assessment and supervision of students, together with the assessment process and other information for the proposed programme. The guidance covers the collection and use of the PUSC feedback.

There's a preparation study day each year to provide programme updates and information for all practice assessors and practice supervisors followed by meetings in subsequent terms. Practice assessors and practice supervisors tell us they're well supported and have opportunities provided for their ongoing development. Senior AEI representatives and the programme team confirm that new academic staff receive preparation for the SCPHN academic assessor role, including a clear plan for their transition and support into the role.

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

MET ☒ **NOT MET** ☐

R4.3 is met. Documentary evidence, the UoN, PLPs and students all confirm that they're allocated a practice supervisor, practice assessor and academic assessor in compliance with the SSSA and SPRP. The UoN and PLPs confirm that the process of allocation includes checking and recording that academic assessors, practice assessors and practice supervisors meet all requirements. This is confirmed against databases held by the PLP and through the educational audit process. PLPs and documentary examples confirm that local preceptorship programmes are provided. Practice assessors, practice supervisors and academic assessors all confirm they meet requirements and understand their responsibilities through a statement of commitment signed by all parties at the beginning of the programme.

Practice supervisors and practice assessors complete local preparation programmes. There's further development provided by the UoN to enable them to supervise and assess UoN SCPHN students. Documentary evidence and meetings with stakeholders confirm that students and practice assessors are supported by academic assessors at student review meetings, through termly study days and on a drop-in basis. It's a local additional requirement for practice assessors to complete or be completing a level seven education module to support their role in assessment. Meetings at the visit confirm that practice assessors are being prepared for a role in second marking academic work undertaken as part of the assessment of the SPSCPHN in practice modules. There's marking workshops held to support their development in this role.

Documentary evidence confirms that academic assessors are experienced educators who undergo support and development for the role during their UoN probationary period. Curriculum vitae demonstrate that current academic assessors are experienced SCPHN registrants who hold a teaching qualification. Senior AEI leads and the programme team tell us there's a personal annual review process to ensure their ongoing continuing professional development.

The e-PPW includes opportunities for practice supervisors to contribute to the student's feedback. This includes involvement in student progress review meetings. The assessment process includes practice assessor observations of the

SCPHN student in practice and discussion and review of the evidence provided in the students' field specific e-PPW. There's evidence in the e-PPW of the requirement for academic assessors to support practice assessors in the assessment of and feedback to students in each term of the programme. This includes the development of ongoing learning objectives, opportunities and actions.

The e-PPW requires final sign off by the allocated practice assessor and academic assessor. There's an OAR which records that all SPSCPHN are achieved relevant to the student's field of practice. All requirements are confirmed by the programme leader with accountability to the UoN examination board and responsibility for uploading successful candidates to the NMC register including a final self-declaration of health and character.

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 meetings at the visit confirm that students are assigned to a practice assessor who is an experienced SCPHN practitioner for the student's field of practice. Practice assessors are identified by PLPs and confirmed within audit documentation and a locally held database. This includes confirmation of their preceptorship and completion of a local practice assessor preparation programme. There's a process to check this as part of student allocation to placement and confirmation that all NMC requirements are met is evidenced through a signed statement of commitment. Practice assessors tell us they're prepared and meet the requirements to be a SCPHN practice assessor. Educational placement audits confirm that appropriate practice assessors are available within the placement area.

PLPs confirm there's a development programme to identify and prepare SCPHN practice assessors. The UoN provides guidance documentation to support practice assessors and deliver development days and workshops that include an overview of the assessment process and the provision of feedback to students. They tell us that they're currently developing experienced practice assessors to be involved in review of theoretical assessment within the two practice modules.

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

MET ☒ **NOT MET** ☐

R4.6.1 is met. The UoN have a clear process with a flowchart of actions that take place in the exceptional circumstance that the role of practice supervisor and practice assessor is required to be the same person for a period. The process includes working with PLPs to ensure the urgent identification of a replacement practice supervisor or practice assessor as soon as possible. The programme team tell us that additional support is provided by the academic assessor to the student and the person undertaking both roles until the replacement role holder is identified and prepared.

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

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

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

YES ☒ **NO** ☐ **N/A** ☐

- SCPHN public health nurse (R4.7.2)

YES ☐ **NO** ☐ **N/A** ☒

A SCPHN public health nurse field isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

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

YES ☒ **NO** ☐

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

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

YES ☒ **NO** ☐ **N/A** ☐

- SCPHN public health nurse practice (R4.9.2)

YES ☐ **NO** ☐ **N/A** ☒

A SCPHN public health nurse practice isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

Outcome

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

Date: 4 July 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 5: Qualification to be awarded

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

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

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

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

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

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

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

Findings against the standards and requirements

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

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐ **N/A** ☐

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

N/A ☒

An SPQ programme isn't proposed.

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

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

YES ☐ **NO** ☐ **N/A** ☒

There's no independent/supplementary (V300) prescribing programme proposed.

- 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** ☒

There's no independent/supplementary (V300) prescribing programme proposed.

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

YES ☐ **NO** ☐ **N/A** ☒

There's no fall-back exit award with NMC registration proposed.

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: 4 July 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Section four

Sources of evidence

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

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

Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions. Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒ ☐	☐ ☒
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route proposed.		
List additional documentation: Evidence to meet conditions: SUC member faculty strategy, November 2021 SUC member handbook, July 2023 SCPHN programme strategy for SUC involvement, undated PgDip SCPHN conditions approval template, 31 July 2023 Panel approval email or three conditions set for PgDip SCPHN, 31 July 2023		
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: September 2022 cohort: SCPHN HV September 2021 cohort: SCPHN HV (graduated) September 2021 cohort: SCPHN SN (graduated)		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route proposed.		
Additional comments: There are no PT students currently on the SCPHN programme. There are no SN students on the current SCPHN programme.		

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: Bedfordshire Hospitals NHS Foundation Trust, Care Quality Commission (CQC) inspection report, 16 December 2022 Birmingham Women's and Children's NHS Foundation Trust, CQC inspection report, 3 March 2023 Good Hope Hospital, CQC inspection report, 19 April 2023 Kettering General Hospital NHS Foundation Trust, CQC inspection report, 22 May 2019 Kettering General Hospital, CQC inspection report, 20 April 2023 Milton Keynes University Hospital NHS Foundation Trust, CQC inspection report, 30 July 2019 Northampton General Hospital NHS Trust, CQC inspection report, 24 October 2019 University Hospitals Birmingham NHS Foundation Trust, CQC inspection report, 8 October 2021		
If you stated no above, please provide the reason and mitigation: The AEI is an established SCPHN provider. The visit is undertaken via remote means and there's no requirement to visit resources.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author(s):	Patricia Hibberd	Date:	12 July 2023
Checked by:	Ian Felstead-Watts	Date:	14 July 2023
Submitted by:	Mubaraq Sanusi	Date:	23 August 2023
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