Nursing & Midwifery Council

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

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Programme approval report

Section one

Programme provider name:	University of Salford
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):** | SCPHN Health Visiting Degree Apprenticeship

SCPHN Health Visiting with V300 Degree Apprenticeship

SCPHN School Nurse Degree Apprenticeship

SCPHN School Nurse with V300 Degree Apprenticeship |
| **Academic levels:** | |
| SCPHN health visiting | England, Wales, Northern Ireland ☐ Level 7

SCQF ☐ Level 11 |
| SCPHN health visiting with integrated independent and supplementary prescribing (V300) | England, Wales, Northern Ireland ☐ Level 7

SCQF ☐ Level 11 |
| 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:	27 February 2024
Programme start date:	
SCPHN health visiting	
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	

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	9 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	9 September 2024
SCPHN school nurse apprenticeship	9 September 2024
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	9 September 2024
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: Rachael Spencer Lay Visitor: Carol Rowe

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Section two

Summary of review and findings
The University of Salford (UoS) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The UoS is an established provider of specialist community public health nursing (SCPHN) education. The school of health and society (the school) are presenting for approval a postgraduate diploma (PgDip) SCPHN apprenticeship programme in the fields of health visiting (HV) and school nursing (SN). There's an option to study either route with or without the independent and supplementary prescribing (V300) programme. The V300 programme is approved by the NMC from 29 March 2019. The programme is 120 credits at academic level seven and offered for full time study. The taught theoretical element of the programme takes place at the Frederick Road campus in Salford.

The programme is developed to meet the Standards of proficiency for specialist community public health nurses (SPSCPHN) (NMC, 2022) and the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023). Successful completion provides eligibility to register with the NMC as a SCPHN HV or SN with or without the integrated independent and supplementary prescribing (V300). There's no exit award leading to NMC SCPHN registration.

Entry to the PgDip is open to current NMC registered first level nurses or midwives who demonstrate the capability to study at level seven through written application and interview. Self-employed or self-funding registrants can't apply for the apprenticeship programme. Applicants undertake joint UoS and employer partner (EP) interviews as part of the selection process.

The programme is developed in partnership with students, people who use services and carers (PUSCs), practice assessors, practice supervisors and EPs to reflect and consider current provision and consider options for change in the light of this feedback. It's delivered as a 45-week full-time programme. There's a balance of theoretical and practice learning across the programme, culminating in a period of eight weeks of practice learning. Programme and module outcomes are core to both fields, with HV and SN routes defined through differentiated field module content and the achievement of core and field specific SPSCPHN in HV or SN practice.

There's HV and SN specific practice assessment documents (PADs) co-produced with EPs, PUSCs and students. The UoS have adapted the pan London SCPHN PAD for implementation in their proposed programme. The PADs are therefore UoS programme specific.

The programme leader is a current SCPHN SN registrant, supported by an experienced academic team with field leads for HV and SN. The SCPHN team

comprises of three HV lecturers, two SN lecturers and a qualified pharmacist and senior lecturer in non-medical prescribing.

The UoS have established processes in place to assure the governance, quality and continuous improvement of education in theory and practice learning. There's confirmation of exceptional reporting processes to the NMC where there are risks to the safety and quality of student learning, including relevant outcomes from external regulator reports.

The UoS confirm their scrutiny of equality, diversity and inclusion data at AEI, programme and module level to establish any differential attainment. Students are encouraged to share inclusion plans with academic and practice learning staff to ensure that reasonable adjustments are made.

Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME) (NMC 2018) as conditions apply.

The Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) are met at programme level.

The approval visit is undertaken by remote means.

The programme is recommended for approval subject to two NMC and university conditions. One NMC recommendation is made.

Updated 28 March 2024:
Evidence is provided that demonstrates the conditions set at the approval visit are met. The university confirm both 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 an implementation plan that details how the UoS works in partnership to ensure that PUSCs are involved, prepared and supported to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. (SFNME R1.12, R2.7, R5.14) (NMC and university condition) **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** Condition two: Provide a contextual document outlining how the PAD is being implemented in the UoS SCPHN programme. (SFNME R5.11; SPRP R4.8) (NMC and university condition) **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	28 March 2024
Recommendations to enhance the programme delivery:	To consider means to address underrepresentation in recruitment and selection of students. (SFNME R2.6)
Focused areas for future monitoring:	PUSC involvement in the SCPHN programme.

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

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The programme team provide an implementation plan that details how the UoS work in partnership to ensure that PUSCs are involved, prepared and supported to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. Condition one is met.

Documentary evidence shows that the programme team have developed a contextual document outlining how the PAD is being implemented in the UoS SCPHN programme. Condition two is met.

The university confirm both conditions 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:	28 March 2024

Section three

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

Partnerships

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

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

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

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

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

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

Findings against the standard and requirements

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

Documentary evidence and meetings during the visit confirm stakeholder support for the proposed programme. The UoS are an established SCPHN programme provider and have effective partnerships with local EPs. There's clear written and verbal employer support for the proposed programme.

At the visit we hear how a local EP is encouraging current nursing and midwifery registrants within the 0-19 children and young people's workforce to apply for the SCPHN programme. There's evidence to demonstrate the UoS collaboratively works with their EPs in the recruitment and selection process with both HV and SN adverts, job descriptions and shortlisting criteria available. The proposed programme only includes apprenticeship routes, therefore practice learning arrangements and governance for applicants who are self-employed and/or self-funded aren't required. Applicants undertake joint UoS and EPs interviews as part of the selection process. Disclosure and barring service (DBS) checks and an occupational health (OH) assessment are undertaken by the sponsoring EP. Self-declaration of health and character is completed with the UoS by successful applicants on entry to the programme. At the visit, EPs and the programme team say they recognise the lack of ethnically and racially minoritised SCPHN students isn't representative of the Greater Manchester (GM) population. The programme team are advised to consider means to address underrepresentation in recruitment and selection of students. (Recommendation one)

There's documentary evidence of programme co-production with EPs. Notes of programme meetings and EP representatives confirm that key curriculum decisions are discussed and made in partnership. This includes the decision to include the independent/supplementary prescribing (V300) programme as part of the SCPHN programme. There's evidence that PADs are also developed in co-production.

The UoS have contractual agreements in place with EPs. At the visit senior EP representatives confirm that students are given protected learning time to undertake placements and to study for the duration of the programme. They confirm they work in partnership with the UoS to ensure that there are sufficient practice assessors and practice supervisors to support the anticipated student

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numbers. There's evidence of strategic and operational partnership working between the UoS and EPs who are part of the GM partnership approach to the implementation and operationalisation of the SSSA. The UoS are experienced in the development and delivery of apprenticeship programmes. There's a school apprenticeship team with an apprenticeship lead who works with programme teams and EPs and provides non-clinical support for apprentices. Documentary evidence provides assurance that apprentices have the support of practice assessors and practice supervisors in the practice learning environment for the duration of the programme.

There's no documentary evidence of how PUSCs are recruited, prepared and supported in their roles. EPs tell us there's no PUSC involvement in student selection processes and they'd welcome the opportunity to develop this in partnership with the UoS. There's insufficient documentary evidence of PUSC involvement in the development of the programme and the two PUSCs we speak to are unable to confirm their involvement in co-production. They tell us their engagement with the programme team is very recent and that they've not received any preparation to play a role in the programme. The limited documentary evidence doesn't provide assurance of PUSC involvement in the ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. (Condition one)

Current students who attend the approval visit speak highly of the programme and the programme team. Students report being well supported in practice learning environments and feel well supported in reporting any issues or concerns relating to practice learning. They confirm that there's supportive learning resources and student services in the school. Students confirm that all modules and practice learning are evaluated and that the UoS is responsive to their feedback and they feel listened to.

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** ☒

There's no documentary evidence of how PUSCs are recruited, prepared and supported in their roles. There's limited evidence of PUSC involvement in the ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes.

Condition one: Provide an implementation plan that details how the UoS works in partnership to ensure that PUSCs are involved, prepared and supported to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. (SFNME R1.12, R2.7, R5.14) (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: The programme team provide an implementation plan that details how the UoS works in partnership to ensure that PUSCs are involved, prepared and supported to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. Condition one is met. Evidence: UoS SCPHN PUSC involvement plan 2024-2025, undated
Date condition(s) met: 28 March 2024
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** ☐ 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: 29 March 2019

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

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

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

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

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

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

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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

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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. There's documentary evidence of a governance structure that
provides senior oversight of the quality of practice learning. A standard placement
agreement provides assurance that students are allocated time to complete the
educational activities and regulatory requirements of the programme. There's an
example of a signed contract.

At the visit, the UoS confirm there's strategic and operational committees as well
as organisational leads with responsibility for the quality of practice learning. 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 they're aware of these processes and policies.
EPs confirm there are good avenues for communication with the UoS.

The requirement for protected learning time is communicated through practice
facing programme documents. At the visit, senior EP representatives confirm
support for protected learning time as well as recognition of the time needed by
practice assessors and practice supervisors to achieve their role. EPs work in
partnership with the UoS to confirm that they're allocating appropriately qualified
and prepared practice supervisors and practice assessors for each of their
students. Self-declarations by practice supervisors and practice assessors which
confirm they fulfil the requirements for SCPHN preceptorship and practice
assessor and practice supervisor preparation are recorded by the EP. Records of
confirmed practice supervisors and practice assessors are included in educational
audits. Ongoing role support is fostered through community practice education
forums held each semester. Practice assessors and practice supervisors tell us
they're well supported in their role.

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

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- 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** ☐

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

  YES ☒ **NO** ☐ **N/A** ☐

Proposed transfer of current students to the programme under review

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

There's no planned transfer of existing SCPHN students proposed. All students will complete their current programme.

There's a 'break in learning' process for students on the current 2023/2024 programme so any students on a break in learning are able to transfer to the new programme. This would involve recognition of prior learning mapping and mapping to the apprenticeship standards. Students are made aware of breaks in learning processes as part of their induction week and in the student handbook. If the situation arises, students are given detailed verbal and written plans around the

options they have available to them, including how the break in learning will work. There are no students currently on a break in learning.

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.

There's no transfer of existing SCPHN students proposed. The SSSA is implemented within the current programme.

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: 27 February 2024

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

N/A

Date condition(s) met:

N/A

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

N/A

Standard 2: Curriculum

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

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

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

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

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

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

R2.4 state routes within the programme for:

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

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

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

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

R2.5 ensure programme learning outcomes reflect the:

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

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

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

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

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

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

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

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

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

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

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

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

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

R2.11 ensure programmes are:

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

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

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

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

Findings against the standard and requirements

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

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

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  N/A ☒

An SPQ programme isn't proposed.

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

  YES ☒   **NO** ☐

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

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YES ☒ **NO** ☐ **N/A** ☐

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

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

  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** ☐

R2.6.1 is met. Documentary evidence and meetings at the visit confirm that there's general and professional content necessary to meet the core and field specific SPSCPHN for HV or SN. The programme comprises eight 15 credit modules at level seven and includes a credit bearing practice learning module. Five modules are compulsory. There are five optional 15 credit modules, which are developed in collaboration with EPs and PUSCs to enable students to develop their individual specialist interests, including education in practice, mental health in a non-mental health setting and specialist safeguarding. Students on the V300 route select one optional module and other students select three modules. All modules are shared across the HV and SN fields in the SCPHN programme and with SPQ programmes, except for a SCPHN specific module in the second semester. Module specifications set out the general and professional content for both fields of the SCPHN programme.

The programme's designed to include universal, targeted and specialist services to children and young people aged 0-19. The general content of modules has a person centred and personalised care approach and includes a focus on population health and health improvement including social determinants of health and health inequalities. The use of data, research and evidence in contemporary health and social care, with a particular emphasis on applied change management is included. Professional role, leadership and collaborative working in SCPHN practice are also developed through the programme. Continuous practice experience that runs concurrently with theory throughout the programme enables early application of theoretical concepts.

General content also includes academic writing and study skills workshops to facilitate transition to level seven study.

Documentation shows mapping of module learning outcomes and the PADs to the SPSCPHN and indicates where core and field specific SPSCPHN are met for HV and SN. The separate PADs for HV and SN are developed in partnership with EPs. Core and field specific SPSCPHN are demonstrated in the PADs. All elements of the theoretical programme and the field specific PAD must be completed to demonstrate that core and field specific SPSCPHN are met by the end of the programme. There's no compensation in theory or practice.

- 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** ☐

R2.7.1 is met. Programme and module outcomes are core for both fields but are met in the context of HV or SN practice. The module specifications and module overviews detail content that meets the intended fields of practice with all modules being designed in conjunction with the pathway leads. Field specific content for HV students includes newborn development, infant feeding and nutrition and perinatal mental health. Field specific content for SN students includes risk-taking behaviour and adolescent brain development. In addition to the differentiated learning identified in module content, the programme team confirm that students work with peers and the teaching team to contextualise and apply core knowledge to learning and assessment in their field of SCPHN practice.

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

Documentary evidence confirm the programme team is suitably qualified to deliver the programme. There's currently a team of three SCPHN HVs and two SCPHN SNs to support the delivery of the field specific content. Two new SCPHN HV lecturers are due to start in April 2024. In addition, there are several SNs in the school who support delivery. Subject specialist guest lecturers also contribute to the programme.

- 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 the approval visit confirms that the curriculum provides a balance of theoretical and practice learning opportunities over 45 scheduled programme weeks. The programme is delivered over three semesters and has a 40/60 split of theory and practice. Programme planners and timetables demonstrate how the programme is structured with students experiencing predominantly a mix of theory days and practice days in each week of the programme. The programme culminates in an eight-week period of continuous practice to enable students to work under supervision in the management of a small caseload of clients within their field of HV or SN practice. As part of the co-production of the programme, consultation and feedback from the EP advisory group and PUSCs on the balance of theory and practice has been sought.

The programme delivers a blended learning approach to teaching and learning encompassing in-person, online synchronous and asynchronous learning. Module specifications confirm that a range of learning and teaching strategies are utilised including seminars, tutorials, small group work, directed study and simulation. The programme emphasises active participation in the learning journey and promotes intellectual inquiry, critical and creative skills, peer learning and the ability to present knowledge, academic arguments and ideas.

- 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. Programme documentation and the approval visit confirm technology enhanced and simulation learning is used effectively and proportionately across the curriculum to support learning and assessment.

The UoS's virtual learning platform Blackboard is a programme support area and provides access to a range of resources across modules. Digital fluency is developed through navigating virtual learning environments and utilising a range of learning technologies including online numeracy practice opportunities for V300 and database searching. Students receive an induction session and ongoing support for the platform.

There's use of lecture capture software and technology to support interactive learning including synchronised and asynchronized teaching sessions. Students are assessed through practical tasks such as creating digital posters and vlogs and demonstrating proficiency in Microsoft Office applications. An online apprenticeship platform is being developed to access the PAD.

The UoS has a simulation clinical suite and online simulation facility that's used throughout the programme. There's a simulation lead for the directorate and a school simulation lead. The simulation resources within the UoS are managed by the simulation team and are forward planned over a year to ensure that resources are allocated. There's a plan for the implementation of technology-enhanced and simulated learning activities which is developed by the module and programme lead in collaboration with the simulation team.

Students experience low-fidelity and high-fidelity simulation for example breastfeeding scenarios with knitted breasts, mannikins for assessment of a deteriorating child, a safeguarding simulation day and advanced communication skills simulation. Students taking the compassionate digital care optional module experience the use of virtual reality technology and an immersive experience in a three-dimensional virtual environment. Students we meet confirm that this teaching and learning methodology builds confidence in their skills.

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** ☐

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• 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: 27 February 2024			
Post event review			
Identify how the condition(s) is met:			
N/A			
Date condition(s) met:			
N/A			
Revised outcome after condition(s) met:	**MET** ☐		**NOT MET** ☐
N/A			

Standard 3: Practice learning
Approved education institutions must: R3.1 ensure that suitable and effective arrangements and governance for practice learning are in place for all students, including arrangements specifically tailored to those applicants who are self-employed and/or self-funded **Approved education institutions, together with practice learning partners, must:** R3.2 ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC *Standards for student supervision and assessment* R3.3 provide practice learning opportunities that allow students to develop, progress and meet all the standards of proficiency for their:

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

  MET ⊠   NOT MET ☐

R3.1 is met. Documentary evidence and meetings at the visit confirm that there are suitable and effective arrangements and governance for practice learning in place for all students. The UoS have processes to monitor and quality assure practice learning opportunities that enable students to develop, progress and meet the SN and HV SPSCPHN in settings that comply with the SSSA requirements.

There's ongoing monitoring by the team for the duration of the student's placement. Processes are in place to support feedback from student placement evaluations and to review and respond to any student concerns or external quality assurance issues.

The proposed programme only includes apprenticeship routes, therefore practice learning arrangements and governance for applicants who are self-employed and/or self-funded aren't required.

- 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 meetings at the visit confirm that all SCPHN HV or SN students have an allocated placement area with an identified practice assessor and practice supervisor agreed in partnership with the employing EP. Students are provided with guidance through the programme handbook and their HV or SN PAD. Student documentation confirms the responsibilities of students for their own learning and for the development of self-assessment and reflective practice as well as their responsibilities in the escalation of any issues. Documentation including the programme handbook and programme specification emphasise the importance of the tripartite relationship between the student, practice assessor and academic assessor.

Students we meet tell us they're clear about their responsibilities within the programme. They confirm that they follow student documentation including the published process for raising concerns.

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

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.3.1 is met. Documentary evidence and meetings with students, practice assessors and practice supervisors confirm that practice learning opportunities are provided to allow students to develop, progress and meet the SPSCPHN in their field of practice. The governance of placements includes an educational placement audit to assess that the range of learning opportunities available meet the needs of HV and SN students. Opportunities for alternative learning experiences are also included. Students, practice assessors and practice supervisors tell us that there's

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a range of practice learning opportunities available to support the achievement of the SPSCPHN.

PADs require the ongoing achievement of the SPSCPHN to be monitored at tripartite progress review meetings held with the student, practice assessor and academic assessor. Action plans are included for development if students require additional support in their progress and achievement. There are formative assessment opportunities included in the PAD in semesters one and two and a summative assessment at the end of the programme. The ongoing achievement record (OAR) monitors and confirms overall achievement of the SPSCPHN by the end of the programme.

- 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** ☐

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R3.5 is met. Documentary evidence and students at the approval visit confirm that students' individual learning needs and personal circumstances are considered when practice learning is allocated. All students with disabilities, physical and mental health conditions and specific learning difficulties have a practice reasonable adjustment plan in place. Students are aware of their responsibility to share a practice reasonable adjustment plan with their employer to enable implementation of reasonable adjustments in the allocation and achievement of practice. EPs also tell us that they encourage students to share practice reasonable adjustment plans. They're able to provide examples of how they've recently enabled reasonable adjustments to support students with disabilities.

The UoS offers structured support and resources for students requiring additional support. There's regular scheduled review of student progress including action planning to identify students who require additional support.

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

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

  MET ☒   **NOT MET** ☐   **N/A** ☐

R3.6.1 is met. The programme schedule and student handbook provide students with a clear overview of theoretical and practice learning tailored to each semester in the programme. There are several practice learning activities which aim to guide the students into learning from experience. These commence with an initial self-assessment against the SPSCPHN. Central to this is a practice placement with a wide range of opportunities which are supported by a field specific practice supervisor and practice assessor.

Practice learning is structured by students' self-assessment and discussion of learning needs with practice supervisors and practice assessors with opportunities for formative feedback and development. The PADs provide opportunities each semester for student self-assessment and planning as well as tripartite reviews with students, practice assessors and academic assessors.

- 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.

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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: 27 February 2024		

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

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must:
R4.1 ensure student support, supervision, learning and assessment complies with the NMC *Standards framework for nursing and midwifery education*
R4.2 liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment
R4.3 ensure practice supervision, the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment*
R4.4 ensure practice supervisors:
R4.4.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals or
R4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning

opportunities for post-registration SCPHN or community nursing SPQ students

R4.5 ensure practice and academic assessors:

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

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

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

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

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

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

R4.7.2 SCPHN public health nurse,

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

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

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

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

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

R4.9.2 SCPHN public health nurse practice,

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

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

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

Standards for student supervision and assessment

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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. Documentation states that the curriculum development team (which included EPs and a PUSC) designed the new programme.

Documentary evidence and the visit confirm that processes are in place to oversee the standard of quality and safety of student support, supervision, learning and assessment on the SCPHN programme and to ensure that the SFNME is monitored and met. Academic assessors, practice assessors and practice supervisors receive appropriate preceptorship and induction.

Students are allocated a SCPHN HV or SN registered practice supervisor and practice assessor for the duration of the programme as relevant to their field of practice. There are processes to support individual learning needs in theory and practice. There's student signposting to UoS resources that support student health and wellbeing including support for those requiring reasonable adjustment. There are processes to enable formative feedback throughout the programme both in theory and practice.

Documentary evidence and the programme team confirm the appointment of the external examiner for the proposed SCPHN programme. There's an established system of placement evaluations and feedback to EPs. There are processes for escalating concerns for students and practitioners.

At the visit the programme team confirm they receive ongoing information about placement quality from EPs. The programme team and senior UoS representatives confirm the process of exceptional reporting to the NMC for ongoing risks. There's documentary evidence of UoS fitness to practise procedures. All students confirm good health and character at the beginning and end of the programme.

- There is evidence to confirm that the education institution and their practice learning partners liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment (R4.2)

MET ☒   **NOT MET** ☐

R4.2 is met. Programme documentation and the approval visit confirm effective strategic and operational partnership working between the UoS and EPs.

The UoS, alongside EPs as part of the GM approach to practice placements, has robust processes for the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice assessors and academic assessors to support SCPHN students. SSSA training is provided by the practice education facilitator team complemented by further training sessions delivered by the UoS covering updated SCPHN programme standards and the SPSCPHN, introduction to apprenticeships and supporting learners in post-registration practice.

EPs work in partnership with the UoS to confirm that they're allocating appropriately qualified and prepared practice supervisors and practice assessors for each of their students. Self-declarations by practice supervisors and practice assessors which confirm they fulfil the requirements for SCPHN preceptorship and practice assessor and practice supervisor preparation are recorded by the EP. Records of confirmed practice supervisors and practice assessors are included in educational audits. Ongoing role support is fostered through community practice education forums held each semester. Practice assessors and practice supervisors tell us they're well supported and have opportunities provided for their ongoing development.

The UoS provides a SSSA guidance document for practice assessors and practice supervisors, in addition to a practice handbook which identifies roles and responsibilities for assessment and supervision of students. Practice assessors and practice supervisors also have access to further online support materials in the online practice assessment record and evaluation (PARE) quality monitoring tool.

The programme team confirm that SCPHN students are allocated to academic assessors who are SCPHN registrants and have undertaken a period of preceptorship as a SCPHN and preparation for the role of academic assessor.

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

MET ☒   **NOT MET** ☐

R4.3 is met. Documentary evidence and the visit confirm that students are allocated to SCPHN practice supervisors, practice assessors and academic assessors. The PADs include 12 weekly progress review meetings between students, practice supervisors and practice assessors, academic assessors and learning development coaches. The overall confirmation of achievement of the SPSCPHN is agreed between academic assessors and practice assessors as part

of the practice assessment process. Achievement of all theoretical and practice learning is confirmed in an OAR.

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. The UoS and EPs work in partnership to allocate students to a practice assessor who's an experienced SCPHN within the relevant HV or SN field of practice There's a clear student allocation process which is triangulated against information in the educational audit document and updated in partnership with senior EP managers who hold records of all SCPHN staff meeting the criteria.

Senior EP representatives, practice assessors and practice supervisors confirm that there's a required period of preceptorship within each organisation. All practice assessors and practice supervisors receive specific preparation for the SCPHN programme. Practice assessors and practice supervisors confirm the

close working relationship with the UoS, including regular meetings with academic assessors and ongoing support with the supervision and assessment of students.

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

MET ☒   **NOT MET** ☐

R4.6.1 is met. Documentary evidence and the visit confirm that only in exceptional circumstances will the same person fulfil the role of practice supervisor and practice assessor and all measures are taken to prevent this. If exceptional circumstances are identified (for example the sudden illness of a practice supervisor or practice assessor) the student, EP and the UoS evidence why it's necessary and an action plan is developed. This is documented in an exceptional circumstances form, completed by the lead for the practice area, agreed with the student and UoS representative and uploaded into the student tracker record. Plans are monitored to ensure the student is supported and the exceptional circumstance is resolved within an agreed time frame.

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 qualification 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** ☒

R4.8 is not met. The UoS have edited the approved pan London PAD for HV and SN to record breastfeeding proficiencies which are additional to the SPSCPHN and specific to the UoS programme. The timing, placement and recording of summative assessment of practice is also altered from the pan London PAD. The arrangements for formative and summative assessments in practice and monitoring and management of student progression using the PAD aren't clear. (Condition two)

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 field 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 ☒

The timing, placement and recording of summative assessment of practice is altered from the pan London PAD and additional breastfeeding proficiencies have been added, specific to the UoS programme. The arrangements for formative and summative assessments in practice and monitoring and management of student progression using the PAD aren't clear. (Condition two)

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

YES ☒   NO ☐

Outcome		
Is the standard met?	MET ☐	NOT MET ☒

The arrangements for formative and summative assessments in practice and monitoring and management of student progression using the PAD aren't clear. Additional proficiencies are added to the approved pan London PAD for HV and SN, specific to the UoS programme.

Condition two: Provide a contextual document outlining how the PAD is being implemented in the UoS SCPHN programme. (SFNME R5.11; SPRP R4.8)

Date: 27 February 2024

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

Documentary evidence shows that the programme team have developed a contextual document outlining how the PAD is being implemented in the UoS SCPHN programme. Condition two is met.

Evidence:
UoS SCPHN PAD context document, undated

Date condition(s) met: 28 March 2024

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

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must:

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

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

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

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

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

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

Findings against the standards and requirements

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

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

    YES ☒   **NO** ☐

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

    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** ☐

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

    YES ☒　**NO** ☐　**N/A** ☐

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

YES ☐　**NO** ☐　**N/A** ☒

There's no fall-back award with registration as SCPHN.

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: 27 February 2024

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

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

N/A

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s)	☒	☐
Module descriptors	☒	☐
Student facing documentation including programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for 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	☒	☐

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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: The UoS only propose apprenticeship routes within the programme. Therefore, we only see EP agreements.		
List additional documentation: Post-visit documentation to meet conditions: UoS SCPHN PUSC involvement plan 2024-2025, undated UoS SCPHN PAD context document, undated		
Additional comments: None identified.		

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☐	☒
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Three HV students September 2023 cohort One SN student September 2023 cohort One graduate SN student September 2022 cohort		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation: The UoS only propose apprenticeship routes within the programme. Therefore we only meet with EPs and not practice learning partners.		
Additional comments: None identified.		

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

	YES	NO

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

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: Eleanor EHC Limited Care Quality Commission (CQC) report, 6 October 2023 Greater Manchester Mental Health NHSFT CQC report, 21 July 2023 Royal Bolton Hospital Maternity Unit CQC report, 18 October 2023 Tameside and Glossop Integrated Care NHSFT CQC report, 4 July 2019 The Christie Foundation NHSFT CQC report, 12 May 2023		
If you stated no above, please provide the reason and mitigation: The UoS is an approved AEI and visits to resources aren't required as part of this approval.		
Additional comments: None identified.		

Issue record			
Final Report			
Author(s):	Rachael Spencer Carol Rowe	Date:	3 March 2024
Checked by:	Ian Felstead-Watts	Date:	15 March 2024
Submitted by:	Mubaraq Sanusi	Date:	18 April 2024
Approved by:	Natasha Thompson	Date:	18 April 2024