

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	University of Surrey
<b>Programmes reviewed:</b>	<p><b>Specialist practice qualification:</b></p> <p>Community children’s nursing <input checked="" type="checkbox"/></p> <p>Community children’s nursing with integrated independent and supplementary prescribing (V300) <input checked="" type="checkbox"/></p> <p>Community learning disabilities nursing <input type="checkbox"/></p> <p>Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Community mental health nursing <input type="checkbox"/></p> <p>Community mental health nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>District nursing <input checked="" type="checkbox"/></p> <p>District nursing with integrated independent and supplementary prescribing (V300) <input checked="" type="checkbox"/></p> <p>General practice nursing <input type="checkbox"/></p> <p>General practice nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Health and social care nursing <input type="checkbox"/></p> <p>Health and social care nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p>

**Community nurse specialist practice  
(NMC 2022) apprenticeship:**

Community children's nursing  
apprenticeship

Community children's nursing with  
integrated independent and  
supplementary prescribing (V300)  
apprenticeship

Community learning disabilities nursing  
apprenticeship

Community learning disabilities nursing  
with integrated independent and  
supplementary prescribing (V300)  
apprenticeship

Community mental health nursing  
apprenticeship

Community mental health nursing with  
integrated independent and  
supplementary prescribing (V300)  
apprenticeship

District nursing apprenticeship

District nursing with integrated  
independent and supplementary  
prescribing (V300) apprenticeship

General practice nursing apprenticeship

General practice nursing with integrated  
independent and supplementary  
prescribing (V300) apprenticeship

Health and social care nursing  
apprenticeship

Health and social care nursing with  
integrated independent and  
supplementary prescribing (V300)  
apprenticeship

<p><b>Title of programme(s):</b></p>	<p>PG Dip Primary and community care SPQ Community Children's Nursing</p> <p>PG Dip Primary and community care SPQ Community Children's Nursing (with V300)</p> <p>PG Dip Primary and community care SPQ District Nursing</p> <p>PG Dip Primary and community care SPQ District Nursing (with V300)</p>
<p><b>Academic levels:</b></p>	
<p>SPQ Community children's nursing</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community learning disabilities nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community mental health nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>

SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ District nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ General practice nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ Health and social care nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ Community children's nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF

	<input type="checkbox"/> Level 11
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ Community learning disabilities nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ Community mental health nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ District nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ General practice nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7

	<p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Health and social care nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p><b>Date of approval visit:</b></p>	<p>8 February 2024</p>
<p><b>Programme start date:</b></p>	
<p>SPQ Community children's nursing</p>	<p>16 September 2024</p>
<p>SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)</p>	<p>16 September 2024</p>
<p>SPQ Community learning disabilities nursing</p>	
<p>SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)</p>	
<p>SPQ Community mental health nursing</p>	
<p>SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)</p>	
<p>SPQ District nursing</p>	<p>16 September 2024</p>
<p>SPQ District nursing with integrated independent and supplementary prescribing (V300)</p>	<p>16 September 2024</p>
<p>SPQ General practice nursing</p>	
<p>SPQ General practice nursing with integrated independent and supplementary prescribing (V300)</p>	

SPQ Health and social care nursing	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community children's nursing apprenticeship	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community learning disabilities nursing apprenticeship	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community mental health nursing apprenticeship	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ District nursing apprenticeship	
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ General practice nursing apprenticeship	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Health and social care nursing apprenticeship	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
<b>QA visitor(s):</b>	Registrant Visitor: Rosemary Court Lay Visitor: Carol Rowe

## Section two

### Summary of review and findings

The University of Surrey (UoS) is a Nursing and Midwifery Council (NMC) approved education institution (AEI) and an established provider of pre-registration and post-registration programmes including community nursing specialist practice qualifications (SPQ). The faculty of health and medical sciences (the faculty), school of health sciences (the school) are presenting for approval a post-registration SPQ programme with two routes in community children's nursing (CCN) and district nursing (DN). Both routes are offered with or without the integrated independent and supplementary nurse prescribing (V300) award. The V300 programme is approved by the NMC from 9 December 2019.

The programme is mainly taught at the Surrey research park, although some taught days are on the Manor Park Campus or Stag Hill Campus.

The proposed programme is developed to meet the Standards for proficiency for community nursing specialist practice qualifications (SPCNSPQ) (NMC, 2022) and the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023).

The award for both routes is a postgraduate diploma (PG Dip) with 120 academic credits at level seven, delivered full-time, over one year and part-time over two years. Successful completion of the PG Dip award qualifies students to record the SPQ of CCN or DN with or without the integrated independent and supplementary prescribing (V300) with the NMC.

Documentation and the approval process provide evidence of well-established relationships between the UoS and their practice learning partners (PLPs). There's evidence to confirm that there's been consultation in the development of the programme. PLPs, students, practice supervisors and practice assessors confirm their involvement in programme development.

Documentary evidence and the approval process provide evidence of co-production between the UoS, PLPs, practice supervisors, practice assessors, students and people who use services and carers (PUSCs) in developing local adaptations to the pan-London SPQ practice assessment document (PAD), but the core document isn't changed. The core pan-London SPQ PAD is approved at this visit.

There's mapping that aligns the programme and module learning outcomes to the SPRP and the SPCNSPQ which are applied in the context of the fields of DN and CCN. There's mapping to the Standards for prescribing programmes (SPP) (NMC 2018, updated 2023) and the adoption of the Royal Pharmaceutical Society (RPS)



competency framework for all prescribers (RPS, 2021) in the routes with integrated V300.

Robust arrangements are in place at operational and strategic levels to monitor and address any issues arising in the academic and practice learning environments. This includes review of Care Quality Commission (CQC) reports. PLPs tell us that they work in partnership with the UoS to ensure a safe and effective learning environment for students. The UoS confirm they've robust governance processes in place to manage concerns and action plans in response to any concerns identified. They confirm there are processes in place to monitor resources to support the programme.

There's an equality, diversity and inclusion (EDI) strategy for postgraduate taught programmes and continuing professional development in the school to improve and advance equality of opportunity within the postgraduate programmes. EDI data from the UoS power business intelligence (BI) system gives insight into the current student population in the two fields of the SPQ programme, across several characteristics and student achievement. EDI is a standing agenda item at the specialist practice programme's bi-annual advisory liaison meeting (ALM) with service leads. Review of the EDI plan, the previous year's data and sharing of ideas underpins strategies to improve recruitment in areas of under representation. The programme team tell us that within this year's cohort, across several recognised EDI characteristics there's wider variation across the student body.

The approval visit is undertaken by remote means.

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

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

The programme is recommended to the NMC for approval subject to two joint NMC and university conditions. Two joint NMC and university recommendations are made.

Updated 24 March 2024:

Evidence is provided to meet the two joint NMC and university conditions. The UoS confirm the joint conditions are met. The SFNME is met at programme level.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>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)</p> <p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>None identified.</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition two: Provide the outcome of the UoS internal curriculum design review in the form of a technical report, to ensure that there's no impact on NMC programme standards. (SFNME R2.1; SPRP R2.1.2) (NMC and university condition)</p>

<b>Date condition(s) to be met:</b>	15 March 2024
<b>Recommendations to enhance the programme delivery:</b>	<p>Recommendation one: The programme team should consider measures to clarify and strengthen students understanding of the raising and escalating concerns process. (SFNME R1.5; SPRP R1.5) (NMC and university recommendation)</p> <p>Recommendation two: The programme team should consider how they can further support PLPs with the rollout of the new NMC SPCNSPQ and the pan-London SPQ PAD. (SSSA R5.1, R5.2, R8.2; SPRP R4.2) (NMC and university recommendation)</p>
<b>Focused areas for future monitoring:</b>	None identified.

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions:</b>	
<p>Documentary evidence in the form of an implementation plan details the actions identified to ensure that in partnership with the UoS, PUSCs are involved, prepared and supported to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. Condition one is met.</p> <p>Documentary evidence in the form of a curriculum design review – compliance check indicates no changes are made to the programme post-approval visit. Condition two is met.</p> <p>The UoS confirm the joint conditions are met.</p>	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Date condition(s) met:</b>	14 March 2024

**Section three**

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><a href="#">Standards framework for nursing and midwifery education</a> (NMC 2018, updated 2023)</p> <p><b>Standard 1: The learning culture:</b>  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</p> <p><b>Standard 2: Educational governance and quality:</b>  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 <a href="#">Standards for student supervision and assessment</a>  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</p>

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 discussions at the visit confirm well established relationships and robust partnership working at strategic and operational levels. Bi-annual ALMs between the specialist practice team and senior managers/PLP leads provide a forum to discuss theory and practice delivery of the programme, enabling ongoing review and development of the SPQ programme. Documentation and the programme team confirm that the programme is reviewed annually by representatives from the specialist practice teaching team, representatives from the ALM group, practice assessors, practice supervisors, student representatives and PUSCs.

Stakeholders are involved in the co-production, design, development and planned delivery and evaluation of the programme. PLPs, practice assessors, practice supervisors and students tell us of their involvement at stakeholder engagement events in the design of the programme. They tell us their contributions are reflected in the new programme.

The programme team and PLPs tell us of the opportunity to review changes to modules, methods of assessment and timetable structure in module development meetings. Students tell us their feedback influences the curriculum design including the development of the modules and rewording of the levels of assessment of SPCNSPQ in the PAD. Students tell us the introduction of an induction pack sent to students before the programme starts is in response to their feedback. Documentation evidences opportunities for stakeholder involvement in delivery, assessment and evaluation of the programme. Practice assessors and practice supervisors tell us of internship opportunities to teach and assess on the programme. The internship is a secondment opportunity for one day per week over 10 weeks.

The programme team tell us there's been involvement of PUSCs in curriculum design, including the development of student recruitment questions and rewording of the PUSC feedback form in the PAD to meet UoS local context. The PUSCs we meet are new to the role and can't confirm any engagement in the co-production of the programme. They're yet to receive any training or preparation for the role. PUSCs tell us they're keen to have discussions around opportunities to be involved with the programme. Partnerships with PUSCs require strengthening to include training and preparation for their role as partners for the programme. (Condition one)

The UoS work in partnership with PLPs in recruitment, in accordance with commissioning for workforce requirements. Selection of suitable students is through an interview with PLPs and a supplementary follow up interview with the UoS to confirm an offer. PLPs and the programme team confirm they receive EDI training.

PLPs and the programme team tell us there's effective communication when issues of concern are identified by CQC reports and actions to mitigate risk to student learning. Identified concerns in practice are escalated and communicated to the lead for practice learning. Students tell us that any concerns are addressed quickly, and support is always available.

The school works in partnership with PLPs to prepare practice assessors and practice supervisors for their roles and in delivering annual updates. Partnership working is reflected in tripartite review meetings between the academic assessor, practice assessor and the student when they're in practice learning. Practice assessors and practice supervisors tell us they're well supported by the programme team when reasonable adjustments in practice are needed. The

school undertakes bi-annual educational audits with PLPs to appraise the quality of placements and to ensure that students are supported according to the SSSA.

PLPs and the programme team tell us that a range of mechanisms are in place to listen to and respond to student feedback and students confirm that these are available to them. There are practice placement evaluations, module and programme evaluations and a course representative.

Documentary evidence and the approval visit confirm there's opportunity for inter-professional learning throughout the programme in theory and practice. Students undertaking the V300 route have shared learning with a range of professionals including pharmacists and allied health professionals. In practice students are required to undertake 10 days of alternative placement where they're encouraged to learn from other professionals. Students tell us of the value of these alternative placements.

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 limited documentary evidence of PUSC involvement in the development of the programme and PUSCs at the visit are unable to confirm their involvement in co-production. Their engagement with the programme team is very recent and they've not received any preparation for their involvement in the programme.

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)

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 programme team provides an implementation plan detailing how PUSCs are supported to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. Narrative from the UoS details that the strategy implementation plan is developed with the support of a service user who's a member of the local PUSC group. Detail is provided in relation to how partnership working is strengthened through clear objective setting.



A member of the specialist practice team takes a lead role in supporting PUSCs and evidence of training materials is provided.

Condition one is met.

Evidence:

PUSC strategy implementation plan, March 2024

Examples of contributions from PUSCs in the specialist practice programmes, March 2024

Welcome to the specialist practice programmes for DNs and CCNs presentation, February 2024

**Date condition(s) met:** 14 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 practice programme.

**Optional**  **Compulsory**  **N/A**

The V300 is a 30-credit academic level seven module within the PG Dip DN and CCN with V300 routes. Alternatively, students can opt to take the PG Dip DN or CCN without the V300 award and complete the advanced medicines management module and an optional module, holistic pain management or application of decision making.

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:

9 December 2019

## Student journey through the programme

### Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

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

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

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

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

[Standards framework for nursing and midwifery education](#), specifically R2.6, R2.7, R2.8, R2.9, R2.11

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

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

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

### Findings against the standard and requirements

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

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

N/A

A SCPHN programme isn't proposed.

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

YES  NO  N/A

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

YES  NO

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

N/A

A SCPHN programme isn't proposed.

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

YES  NO  N/A

**Provide an evaluative summary 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. Governance between the UoS and PLPs is monitored through bi-annual ALMs between the specialist practice team and senior managers/leads from practice partners. The UoS ensure that community provider organisations and NHS trusts are either a recognised PLP or follow the procedure to become a recognised PLP, through the 'placement approval tool'. The NHS England South East practice learning education audit tools ensure quality of the practice learning environment. The UoS review audits every three years or sooner if there are any changes in the practice learning environment. The educational audit includes the maximum number of students that can be supervised and assessed in the practice learning environment and ensures that enough practice assessors and practice supervisors are in place to support SPQ students in their field of practice. Organisations maintain a register of active practice assessors and practice supervisors and are required to confirm currency as part of the audit document. The programme team and PLPs tell us there are adequate numbers of practice assessors and practice supervisors in place to support students. PLPs tell us that places are offered in alignment with the availability of sufficient numbers of practice assessors and practice supervisors.

Self-funding students have an honorary contract for their placement. There are written practice learning agreements and protected learning time agreements with PLPs to support the programme. These documents are completed annually. The agreements confirm supernumerary status during learning in practice to allow protected time, appropriately prepared practice assessors and practice supervisors and implementation of the SSSA. Students and PLPs confirm these are in place in practice learning environments. Practice assessors and practice supervisors tell us they've sufficient time to support students and they're well supported by the programme team to fulfil their roles.

Documentary evidence confirms there's a range of academic support for students' literacy, numeracy and digital learning needs. There are library inductions and training workshops, a subject librarian and access to online platforms to support learning. The role of personal tutors who provide academic and pastoral support for students throughout the programme is evidenced in the programme handbooks. Documentary evidence, the programme team and students tell us of the UoS student wellbeing services.

The programme team, PLPs, practice assessors and practice supervisors tell us there's accommodation of reasonable adjustments in academic and practice learning settings. Practice assessors and practice supervisors tell us they work with the UoS to action reasonable adjustments evidenced in support plans. PLPs tell us students are encouraged to disclose any needs at the earliest opportunity so that adjustments can be put in place in order that progression through the programme is supported.

PLPs, practice assessors, practice supervisors and students tell us they're aware of how to raise and escalate concerns. They identify that the trust or organisational partners' policy and process are followed for raising concerns within practice environments. Documentation and the programme team confirm that information in the student handbook regarding raising questions and concerns in the university environment are clear but this lacks clarity regarding the practice environment. The faculty's policy and schools process are located on the 'Surreylearn' page. There's no signposting to this in the students' handbook and it's recommended that the programme team should consider measures to clarify and strengthen students understanding of the raising and escalating concerns process. (Recommendation one)

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

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

N/A

A SCPHN programme isn't proposed.

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

YES  NO  N/A

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

YES  NO  N/A

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

YES  NO  N/A

**Proposed transfer of current students to the programme under review**

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

No students are being transferred onto the proposed programme.

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

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

All students in the school are supported and assessed in line with the SSSA.

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

YES  NO

**Outcome**

Is the standard met?

MET  NOT MET

Date: 8 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

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

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

R2.4 state routes within the programme for:

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

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

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

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

R2.5 ensure programme learning outcomes reflect the:

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

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

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

nursing or in specified field(s) for community nursing SPQ in health and social care practice

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

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

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

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

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

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

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

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

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

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

R2.11 ensure programmes are:

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

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

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

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

### **Findings against the standard and requirements**

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



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

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

A SCPHN programme isn't proposed.

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

**YES**  **NO**  **N/A**

R2.1.2 is not met. There's an ongoing internal curriculum design review taking place across the UoS that includes the SPQ programme. This may impose changes to the SPQ programme which will require a minor/major modification. Assurance is required from the UoS that there are no changes to the programme that might impact on the NMC's programme standards. (Condition two)

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

**YES**  **NO**

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

**YES**  **NO**  **N/A**

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

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

**N/A**

A SCPHN programme isn't proposed.

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

**N/A**

A SCPHN programme isn't proposed.

- students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning

disabilities nursing, community mental health nursing, district nursing,  
general practice nursing (R2.4.3)

YES  NO  N/A

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

YES  NO  N/A

A community nursing SPQ practice in health and social care 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)

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

YES  NO  N/A

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

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

**MET**  **NOT MET**

R2.6.3 is met. Documentation confirms that programme content meets the SPCNSPQ and SPP (through completion of the approved V300 module). The programme team provide detail at the visit of how the content is applied to the intended fields. There's shared teaching across the fields with tutorials, case scenarios and breakout sessions to provide focus on the student's field of specialist practice. The programme team tell us of the value of shared learning in helping students to build networks. The student's intended field is consolidated within their learning in practice. The PLPs, practice assessors and practice supervisors tell us of their involvement in the development of module descriptors and in the review of module content.

Documentation and the programme team inform us that students complete a PAD. The PAD document is an adaption of the pan-London PAD for use with the UoS SPQ DN and CCN programme routes. The PAD is developed with input from PLPs and PUSCs.

Documentation and the programme team confirm the arrangements for student's who've already completed the V300 and wish to gain recognition of prior learning. The V300 module lead, with the advice of the programme pathway lead review how the student has applied practice as an independent prescriber and any additional training they may have completed since qualifying as a prescriber. Where the V300 module lead decides the need to evidence further learning in the student's SPQ field, an individualised learning plan is developed, for example attending some of the V300 taught days, spending time with relevant specialist practitioners in practice and reflection on learning in an area of prescribing.

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

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

N/A

A SCPHN programme isn't proposed.

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

**MET**  **NOT MET**

R2.7.2 is met. Documentation informs us of the programme content which is mapped to the programme outcomes for DN and CCN fields. The programme design and delivery provide clear progression in learning. Documentation and discussion at the approval visit demonstrates that the content of the programme meets the requirements of the SPCNSPQ and SPP (through completion of the approved V300 module). Module descriptors identify the relevant content of the modules for the programme and field of practice is contextualised in seminars and tutorials. PLPs, practice assessors and practice supervisors tell us of involvement at engagement events and practice assessor and practice supervisor meetings in developing module descriptors and reviewing module content and assessments for their field of practice. Practice assessors and practice supervisors confirm that evidence of application to the field is reviewed within the PAD at formative and summative assessments.

- 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. The programme is constructed to offer an equal balance between theory and practice across the taught weeks of the programme. This is demonstrated in the year planners. Students complete a minimum of 847.5 practice hours. The documentary evidence and discussion at the approval visit confirm that a period of practice consolidation is included in the final weeks of the programme.

The spiral curriculum is structured to sequence theory and practice at increasing levels of complexity to ensure students build on their knowledge and skills across the programme. Every student's journey on the programme is individual to them and tailored to support learning and facilitate their learning needs.

The programme has a blended learning approach to teaching and learning. Documentary evidence and discussions with the programme team confirm the use of synchronous and asynchronous online teaching as well as face to face

teaching. Module descriptors identify learning and teaching strategies including seminars, tutorials and simulation. Learning is facilitated by a range of online resources. Students tell us of the positive experience of simulation in enhancing their learning experience. The programme team tell us that students have independent opportunities for extra simulation practice if required, organised through the simulation technician.

- 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 simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment. The programme is delivered through blended learning and the UoS virtual learning environment 'SurreyLearn' is used along with a lecture capture system, interactive multimedia technology and synchronous and asynchronous sessions.

Student digital capabilities are developed through use of interactive technologies, use of the electronic PAD (ePAD) and in the module 'advancing practice in long term conditions' where students are assessed through production of an audio/visual digital recording.

Simulation activities and assessments are included within the module descriptors. Documentation and the programme team give details of simulation opportunities. Within the health assessment element of the 'essentials of specialist practice and health assessment' module, students systemically explore assessment of all body systems, using each other, high and low fidelity simulators and actors to ensure a realistic environment is created. Assessment is through an objective structured clinical examination. Within the independent and supplementary prescribing V300 module, prescribing in wound care includes the use of three-dimensional models of wounds to provide simulated wound assessment scenarios. The 'effective leadership in professional practice' and 'holistic pain management' modules include role play using case-based scenarios.

**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 being delivered in Wales.

- Evidence to ensure programmes are of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award (R2.11.1)  
YES  NO
- Evidence to ensure programmes are no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes (R2.11.2)  
YES  NO

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to curricula are met

YES  NO

The SFNME isn't met at programme level. There's an ongoing internal curriculum design review taking place across the UoS that includes the SPQ programme. This may impose changes to the SPQ programme which will require a minor/major modification. Assurance is required from the UoS that there are no changes to the programme that might impact on the NMC's programme standards. (Condition two)

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to curricula are met

YES  NO

### Outcome

Is the standard met?

MET  NOT MET

The programme team tell us that there's an ongoing internal curriculum design review taking place across the UoS that may impose changes to the SPQ programme. They tell us that the SPQ programme will be extracted from the curriculum design review and no changes will be made to the programme. Assurance is required that there's no impact on NMC programme standards because of the internal curriculum design review.

Condition two: Provide the outcome of UoS internal curriculum design review in the form of a technical report, to ensure that there's no impact on NMC programme standards. (SFNME R2.1; SPRP R2.1.2)

**Date:** 8 February 2024

### Post event review

**Identify how the condition(s) is met:**

Condition two: The UoS provide a curriculum design review compliance check indicating that there are no changes to the SPQ programme specification post-approval visit.

Condition two is met.

Evidence:

Curriculum design review – compliance checks report continuing professional development NMC programmes, undated

**Date condition(s) met:** 14 March 2024

**Revised outcome after condition(s) met:**

**MET**

**NOT MET**

### Standard 3: Practice learning

**Approved education institutions must:**

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

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

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

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

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

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

### Findings against the standard and requirements

**Provide an evaluative summary 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. Documentation and discussions with the programme team confirm there are robust processes 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. Arrangements and governance for recruitment and selection processes clearly identify the requirements for the two routes of entry. Self-funding/self-employed students must identify a sponsor at the outset of the application process and confirm sponsorship arrangements to the programme lead. This includes provision of a nominated practice supervisor and practice assessor for each student and an honorary contract and associated indemnity insurance arrangement. Occupational health clearance and disclosure and barring service checks are undertaken by employers or sponsors as part of the recruitment process. Once enrolled with the UoS, all self-funding/self-employed students have access to the same UoS support and progress through the programme in the same way as funded students. The practice learning agreements between the UoS and NHS trusts confirm effective arrangement and governance for practice learning are in place for all students.

The UoS and PLPs work collaboratively to monitor all aspects of practice learning and any concerns are discussed. ALMs between the specialist practice team and senior managers/leads from practice partners are held bi-annually. The principle of the meeting is to discuss theory and practice delivery of the programme, enabling ongoing review and development of the SPQ programme. Tripartite meetings to discuss student progression are held between the student, academic assessor and practice assessor and logged in the PAD.



- 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. SSSA requirements are considered in the recruitment process in partnership with the UoS and PLPs. Documentation identifies there are robust processes for preparation of practice supervisors and practice assessors and provision of updates. Practice assessors and practice supervisors confirm they're prepared for their role and the programme team confirm they're prepared for the role of academic assessor. Documentation evidences that the practice assessor holds SPQ qualifications that match that of the students' field of practice and that practice supervisors hold an SPQ or have relevant SPQ practice experience. The programme team, PLPs, practice assessors and practice supervisors provide details regarding how this is facilitated and provide assurance that student numbers are reviewed to ensure that students can be supported.

There are separate SPQ handbooks for the student, practice assessors, practice supervisors and academic assessors which explain roles and responsibilities. Students must ensure they gain the necessary experience throughout the programme to develop skills needed for the role of the specialist practice nurse in their intended field of practice. Details are given on what the student is expected to arrange with their practice assessors and practice supervisors for their supervision in practice. They're expected to plan their learning experience to cover the range of work that's undertaken as a specialist practice nurse and independent and supplementary prescriber on completion of the programme (if undertaking the V300 route). At the initial and midway stages of the programme students meet with their practice assessor and practice supervisor to discuss progress and feedback on support arrangements.

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

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

**N/A**

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

**N/A**

A SCPHN programme isn't proposed.

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

MET  NOT MET  N/A

R3.3.3 is met. Documentary evidence and meetings with the programme team, students, practice assessors and practice supervisors confirm that all practice learning supports students to develop knowledge and skill related to the SPCNSPQ and SPP (if undertaking the V300 route). By the end of the programme, students demonstrate independence for each SPCNSPQ aligned to their field of practice (DN or CNN) and are prepared to prescribe if undertaking the V300 route.

At the start of each learning period students complete a strengths, challenges, opportunities and barriers assessment within the PAD. This is discussed with the practice assessor to identify individual learning needs that contribute to a learning agreement. Progress and achievement are documented in the PAD and discussed at tripartite meetings with the practice assessor, academic assessor, and student.

The student is expected to complete a total of 10 days inter-disciplinary and alternative practice experiences to ensure appropriate opportunities to meet the SPCNSPQ.

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

MET  NOT MET  N/A

Other fields of community nursing in health and social care nursing aren'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 evaluative summary 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. Documentation and discussion with the programme team identifies robust processes for the identification and management of reasonable adjustments to support students in theory and practice.

On being offered a place on the programme, all students are given information on the UoS disability and neurodiversity support team. Students who feel they need support from the team are advised to make an 'advisor quick query' appointment to discuss the steps that need to be taken to ensure that learning support and adjustments are in place as early as possible in their programme. Wellbeing services, disability and neurodiversity support services and reasonable adjustments are included in the induction week and students confirm they're made aware of this support. Within the school further support and advice is available from the disability lead and lead for wellbeing. Any agreed plan of support is put in place to meet the student's specific requirements.

The programme team tell us that students are encouraged to disclose their needs and share support plans at the earliest opportunity in the school and in practice. There are declarations within the PAD that the student has had the opportunity to discuss this at the outset of practice learning. Tripartite meetings during the placement allow ongoing monitoring of the support plan.

Practice assessors and practice supervisors tell us they work in partnership with the UoS to consider and implement reasonable adjustments.

The programme team explain that PADs are individualised and tailored to the student learning journey. Practice supervisors tell us they support students to promptly identify gaps in learning so these can be addressed and tripartite meetings track students' progress.

The programme team confirm that they all undertake annual mandatory EDI training. PLPs tell us EDI training is recorded on a database and currency reviewed at PLP governance meetings.

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

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

N/A

A SCPHN programme isn't proposed.

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

**MET**  **NOT MET**  **N/A**

R3.6.2 is met. Student progress and achievements are documented in the PAD and discussed at tripartite meetings. The PAD identifies that students should take responsibility for their own learning and practice supervisors have a responsibility in facilitating learning opportunities. Learning agreements which identify learning and development needs are developed by the practice assessor and student following self-assessment for the period. Alternative learning experiences are individualised to the student's learning needs. There are also timetabled self-directed study days which enable students to develop in either theory or practice in an individualised way according to their needs.

The PAD context document identifies that to take into account individual prior experience and learning needs of a diverse group of students, an expectation on the number of SPCNSPQ to be achieved within each learning period isn't set, expectations of experience are given instead. The student journey in practice learning therefore varies between students. Practice learning culminates in a 30-day confirmation of practice period (eight weeks with two weeks annual leave).

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:** 8 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, R3.8, R3.11, R3.13, R3.14, R3.17; R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9*

*Standards for student supervision and assessment*

### Findings against the standards and requirements

**Provide an evaluative summary 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 and discussions at the approval visit with the programme team, PLPs, practice supervisors and practice assessors and students confirm that support, supervision, learning and assessment complies with the SFNME.

Programme documentation demonstrates that robust processes and policies are in place to ensure a partnership approach to support, supervision, learning and assessment. PLPs tell us how they engage with the programme team to ensure the requirements of the SFNME and the SSSA are implemented within the programme. The programme team and PLPs confirm that any concerns identified in practice learning environments are managed in partnership.

Students confirm they're allocated a practice assessor, practice supervisor and an academic assessor. Handbooks and the PAD provide information for students, practice assessors and practice supervisors.

Students tell us they obtain feedback from PUSCs when in practice which is recorded in the PAD. Students tell us that they receive summative and formative feedback in practice and for academic assessments. They tell us feedback is timely and constructive, supporting development and progression.

Documentation confirms that educational audits are undertaken and there are appropriate systems and processes in place to support safe practice learning. External examiners are in place and report on the quality of theory and practice learning.

There's a personal tutor system in place to support students to achieve their educational and professional learning goals. Students tell us their voice is heard through module and practice evaluations, programme evaluations and through a course representative. Students tell us their feedback is considered and give examples of how this is being used for programme enhancements.

- 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. Documentation and discussions at the visit confirm the robust processes for the preparation and updates of practice supervisors, practice assessors and academic assessors. The school has an online study resource, developed in collaboration with PLPs, for the preparation of practice supervisors and practice assessors. Yearly training for new practice supervisors, delivered by the wider specialist practice team, is also available. Updates are held annually and there are practice assessor/practice supervisor meetings three times per year. Practice assessors are recommended to complete the 'supporting education in practice' level seven module. This is part of the postgraduate certificate education healthcare.

Academic assessor preparation is undertaken in the school with support of a senior colleague from the specialist practice teaching team and other experienced academic assessors. A buddy colleague who's a member of the specialist practice teaching team enables shadowing of an experienced academic assessor as part of a new academic assessors' preparation and support. All academic assessors are required to complete a postgraduate certificate in teaching and education if not already a qualified teacher. To support academic assessors in their role and

support the delivery of the programmes, there are bi-monthly specialist practice team meetings.

There are handbooks for practice assessors and practice supervisors and for academic assessors which clearly identifies requirements to undertake the role, role responsibilities and expectations.

Practice assessors and practice supervisors tell us they're prepared for their roles. Not all practice assessors and practice supervisors at the meeting are aware there are planned update workshops for the SPCNSPQ. They express the need to be prepared for use of the pan-London SPQ PAD. The programme team should consider how they can further support PLPs with the rollout of the SPCNSPQ and the pan-London SPQ PAD. (Recommendation two)

- 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. Documentation and discussions at the approval visit confirm that practice assessment and academic assessment comply with the SSSA. Documentation confirms the SPCNSPQ and RPS competency framework are mapped to learning outcomes for the programme and are assessed within the PAD. Practice assessors and practice supervisors are identified by PLPs at the recruitment stage and all students have a suitably qualified academic assessor. Educational audits confirm the available learning opportunities and confirm the SSSA are in place. The placement approval tool, educational audits, placement agreements and protected learning time agreements confirm that the SSSA are implemented and resources are in place to support students on the community SPQ programme for DN and CCN with and without the V300.

**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 evaluative summary 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 of the allocation process of practice assessors to SPQ students and discussion with PLP's gives assurance that the student is assigned to a practice assessor who's an experienced registered community SPQ nurse for the programme and field the student is undertaking. The practice assessor is identified and assigned to the student within the recruitment process. A second practice assessor is assigned if a prescribing award isn't held by the practice assessor. PLPs confirm there's an adequate number of appropriately experienced practice assessors as identified in the practice agreement to support the intended number 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 discussions at the approval visit confirm that only in exceptional circumstances will the same person fulfil the role of practice assessor and practice supervisor. There's a clear process for managing the situation. The academic assessor works with the service lead to formulate a plan to resolve the issue. It's recognised this should only be a temporary measure.

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

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

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

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

N/A

A SCPHN programme isn't proposed.

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

YES  NO  N/A

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

YES  NO  N/A

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

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

YES  NO

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

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

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse practice (R4.9.2)

N/A

A SCPHN programme isn't proposed.

- their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R4.9.3) and/or  
YES  NO  N/A
- other specified field(s) of community nursing SPQ in health and social care practice (R4.9.4)  
YES  NO  N/A

A community nursing SPQ in health and social care practice 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: 8 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 5: Qualification to be awarded**

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

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

- R5.2 inform the student that the SCPHN award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered
- R5.3 inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration
- R5.4 inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme. If they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber, and
- R5.5 inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice.

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

### Findings against the standards and requirements

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

- The programme award to be approved is clearly identified in all programme documentation and is a minimum of a postgraduate masters' level (R5.1)  
**YES**  **NO**
- Processes are in place to inform the student that the SCPHN award must be registered with the NMC within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered (R5.2)  
**N/A**

A SCPHN programme isn't proposed.

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

YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>
<ul style="list-style-type: none"> <li>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</li> </ul>
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>
<ul style="list-style-type: none"> <li>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)</li> </ul>
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>
<p><b>Fall Back Award</b> If there is a fall back exit award with an SPQ annotation all NMC standards and proficiencies are met within the award</p>
YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
No fall back exit award with a SPQ annotation is proposed.
Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to the qualification to be awarded are met
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Outcome</b>
Is the standard met?
MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 8 February 2024
<b>Post event review</b>
Identify how the condition(s) is met:
N/A
Date condition(s) met:
N/A
Revised outcome after condition(s) met:
MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for community nursing specialist practice qualifications</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for post-registration education programmes</i> (NMC 2022, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
The university documentation is on the 'SurreyLearn' virtual learning environment. We see links to this in the student programme handbook. An apprenticeship route isn't proposed.		
List additional documentation:		
PUSC strategy implementation plan, March 2024 Examples of contributions from PUSCs in the specialist practice programmes, March 2024 Welcome to the specialist practice programmes for DNs and CCNs presentation, February 2024 Curriculum design review – compliance checks report continuing professional development NMC programmes, 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study:		
PG Dip specialist practitioner CCN September 2022, one student. PG Dip specialist practitioner DN September 2023, two students.		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		

An apprenticeship route isn't proposed.

Additional comments:

None identified.

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: Ashford and St Peter's Hospitals NHS Foundation Trust, CQC inspection report, 4 October 2018 East Surrey Hospital, CQC inspection report, 15 November 2023 Hampshire Hospitals NHS Foundation Trust, CQC inspection report, 7 April 2020 St Peter's Hospital, CQC inspection report, 29 March 2023 Surrey and Borders Partnership NHS Foundation Trust, CQC inspection report, 1 May 2020 Surrey and Sussex Healthcare NHS Trust, CQC inspection report, 7 May 2021 The Children's Trust – Tadworth, CQC inspection report, 6 April 2023 University Hospitals Sussex NHS Foundation Trust, CQC inspection report, 15 May 2023		
If you stated no above, please provide the reason and mitigation:		
The UoS is an established AEI and visits to resources aren't required as part of this approval.		
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):	Rosemary Court Carol Rowe	Date:	19 February 2024
Checked by:	Ian Felstead-Watts	Date:	27 February 2024
Submitted by:	Leeann Greer	Date:	16 April 2024
Approved by:	Natasha Thompson	Date:	16 April 2024