

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	University of the West of England, Bristol
<b>Programmes reviewed:</b>	<p><b>Specialist practice qualification:</b></p> <p>Community children’s nursing <input type="checkbox"/></p> <p>Community children’s nursing with integrated independent and supplementary prescribing (V300) <input 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 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> <p><b>Community nurse specialist practice (NMC 2022) apprenticeship:</b></p>

	<p>Community children's nursing apprenticeship <input type="checkbox"/></p> <p>Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Community learning disabilities nursing apprenticeship <input type="checkbox"/></p> <p>Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Community mental health nursing apprenticeship <input type="checkbox"/></p> <p>Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>District nursing apprenticeship <input type="checkbox"/></p> <p>District nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input checked="" type="checkbox"/></p> <p>General practice nursing apprenticeship <input type="checkbox"/></p> <p>General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Health and social care nursing apprenticeship <input type="checkbox"/></p> <p>Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p>
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<b>Title of programme(s):</b>	PGDip Specialist Practice (District Nursing)  PGDip Specialist Practice (District Nursing) (Apprenticeship)
<b>Academic levels:</b>	
SPQ Community children's nursing	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)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ Community learning disabilities nursing	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)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ Community mental health nursing	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)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ District nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7

	<p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ District 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 General practice nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ General practice 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 Health and social care nursing</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)</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community children's nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input 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) apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>

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 checked="" type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ General practice nursing apprenticeship	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) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF

	<input type="checkbox"/> Level 11
SPQ Health and social care nursing apprenticeship	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) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
<b>Date of approval visit:</b>	28 March 2024
<b>Programme start date:</b>	
SPQ Community children's nursing	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community learning disabilities nursing	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community mental health nursing	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	
SPQ District nursing	
SPQ District nursing with integrated independent and supplementary prescribing (V300)	1 September 2024
SPQ General practice nursing	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	
SPQ Health and social care nursing	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community children's nursing apprenticeship	
SPQ Community children's nursing with integrated independent and	

supplementary prescribing (V300) apprenticeship	
SPQ Community learning disabilities nursing apprenticeship	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community mental health nursing apprenticeship	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ District nursing apprenticeship	
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	1 September 2024
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: Matthew Sunter Lay Visitor: Jonathan Fisher

## Section two

### Summary of review and findings

The University of the West of England (UWE) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The school of health and social wellbeing (the school) are presenting a specialist practice qualification (SPQ) district nursing (DN) programme with apprenticeship and non-apprenticeship routes for approval. Both programme routes have independent and/or supplementary prescribing (V300) integrated as a module of study within the curriculum structure. The non-apprenticeship route is delivered full-time over one year or part-time over two years. The apprenticeship route is full-time over 90 weeks. The award for the programme is postgraduate diploma (PGDip). Of the 120 academic credits achieved, all will be at level seven except for 40 credits relating to the V300 module offered as an option at level six.

The programme is delivered from UWE's Glenside campus.

Documentation provides evidence of co-production of the new programme with key stakeholders, including current and past students who are consulted about the proposed programme structure and curriculum. There's documentary evidence of stakeholder engagement events regarding the inclusion of core elements of the programme including V300, leadership and physical assessment and clinical reasoning modules. There's evidence that practice learning partners (PLPs) and employer partners (EPs) contribute to the development of the PGDip SPQ DN programme, including practice assessors and practice supervisors.

There's some evidence of people who use services and carers (PUSCs) involvement in the co-production of the programme. UWE have an established working group of PUSCs who contribute to a wide range of healthcare programmes across their portfolio. There's clear intention to involve PUSCs in the recruitment process of applicants to the SPQ DN programme, however this isn't yet established. This is subject to a condition.

The programme and senior teams confirm there's sufficient resourcing and commitment to the provision of the proposed programme. Appropriate resourcing in terms of a suitably skilled and experienced programme team is evidenced. There's evidence of demand and interest for the proposed programme including the apprenticeship route. This is confirmed at the visit by senior EP representatives. EPs for the apprenticeship route are Bath and North East Somerset Community Health and Care Services, Gloucestershire Health and Care NHS Foundation Trust, Great Western Hospitals NHS Foundation Trust, Sirona Care and Health Community Interest Company (CIC), Somerset NHS Foundation Trust and Wiltshire Health and Care Partnership.



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

Documentary evidence provides a clear strategy for embedding equality, diversity and inclusion (EDI) within the programme. EDI is evident throughout the development of the curriculum and programme design, and there's evidence of appropriate EDI education and training for the programme team. For example, the programme team utilise UWE's inclusive curriculum and practice toolkit to ensure inclusive assessment and feedback is embedded within the programme. The programme team actively monitor the progress of students from different backgrounds and offer tailored support as needed to students who haven't experienced level seven academic study.

The provision of a SPQ DN programme is well established at UWE and therefore there are recognised frameworks and governance processes in place to support the monitoring of practice learning experiences for students. For example, there's a dedicated team of academic staff within the school to support effective partnership working with all PLPs and EPs.

The approval visit is undertaken face-to-face.

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

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

The programme is recommended to the NMC for approval subject to two NMC conditions and one joint NMC and university condition. There's also one legacy NMC condition related to approval of the ADNE SPQ PAD. One NMC recommendation and two university recommendations are made.

Updated 2 May 2024:

Evidence is provided to meet the two NMC conditions, one legacy NMC condition and one joint NMC and university condition.

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 PUSCs are suitably prepared and involved in the recruitment of SPQ DN students. (SFNME R2.6, R2.7)</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>Condition two: Update student-facing and programme documentation to clearly and accurately detail that the award of PGDip confers NMC annotation on the register as SPQ DN. (SFNME R3.10; Standards for post registration programmes (SPRP) (NMC 2022, updated 2023) R2.4.3)</p> <p>Condition three: Provide confirmation that the core ADNE PAD is recommended for approval to the NMC. (SFNME R2.1; SPRP R4.8)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition four: Rephrase the programme learning outcomes to better reflect their nature as outcomes</p>

	and the level of the programme. (SPRP R2.5.3) (NMC and university condition)
<b>Date condition(s) to be met:</b>	30 April 2024
<b>Recommendations to enhance the programme delivery:</b>	<p>Recommendation one: Consider expanding the recruitment of PUSCs to ensure their sustained involvement in the ongoing development, delivery, evaluation and co-production of the SPQ DN programme. (SFNME R1.12; SPRP R2.1.2)</p> <p>Recommendation two: Continue to work with PLPs to ensure clarity amongst workplace placement colleagues of the value of the SPQ qualification and to emphasise the importance of the support needs of students when on placement, particularly protected time within the workplace. (University recommendation)</p> <p>Recommendation three: Consider increasing the frequency of the regular, formal meetings between each student, an appropriate UWE colleague such as their academic personal tutor and an appropriate practice support colleague from their employer during the programme. (University recommendation)</p>
<b>Focused areas for future monitoring:</b>	<p>Monitor that PLP/EP lists are updated as partnerships with new apprenticeship EPs are established.</p> <p>Monitor student experience of consistent protected learning time when undertaking practice learning experiences.</p>

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

**Commentary post review of evidence against conditions:**

Documentary evidence provided evidences action taken by the programme team to establish an implementation plan for the preparation and involvement of PUSCs in the recruitment of SPQ DN students. The evidence demonstrates collaborative working with PLPs/EPs. Condition one is met.

Evidence is provided that programme documentation, including student facing documentation, clearly and accurately details that the award of PGDip confers NMC annotation on the register as SPQ DN. It's clearly noted within the

documentation that further study towards the Master of Science (MSc) isn't part of the NMC approved programme which confers the SPQ DN award and NMC annotation. Condition two is met.

An updated version of the ADNE PAD is provided to evidence meeting the legacy condition. The revised ADNE SPQ PAD includes the facility for recording programme time (hours/days/weeks) and a dedicated section to evidence the completion of a minimum 45 week programme. Condition three is met.

An updated set of programme learning outcomes is provided. There's no change to content of the outcomes and their alignment to the SPRP, only the phrasing. Condition four is met.

The AEI confirm that the joint NMC and university condition (condition four) is met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	Minor revision to programme titles. Addition of a joint condition related to the university requesting a revision in the phrasing of the programme learning outcomes. Confirmed as met through provision of report observations.
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>  Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	30 April 2024

### Section three

<b>NMC Programme standards</b>
<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)</p>

## NMC Programme standards

[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020)  
[QA Handbook](#) (NMC, 2022)

## Partnerships

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

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

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

### **Standard 1: The learning culture:**

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

### **Standard 2: Educational governance and quality:**

- S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders
- R2.4 comply with NMC [Standards for student supervision and assessment](#)
- R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
- R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
- R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

### **Standard 3: Student empowerment:**

- R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

- R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
- R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
- R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

**Standard 4: Educators and assessors:**

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

**Standard 5: Curricula and assessment:**

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

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

**Standard 1: Organisation of practice learning:**

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

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

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

**Standard 7: Practice assessors: responsibilities:**

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

**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 the approval visit confirm there's effective partnership working with PLPs, EPs, PUSCs and students, including their involvement in the co-production, design, delivery and evaluation of the programme. PLPs and EPs confirm regular consultation and engagement with the programme development team and that their voices are heard. PUSCs involved with the programme are part of an established UWE public involvement group that facilitates training and preparation for their role and involvement in the programme. This includes EDI training. There are currently 72 PUSCs on the university database and their involvement in the programme is based upon their background, experiences and expertise that best suits the individual programme's needs. Meeting with PUSCs at the visit indicates the programme team would benefit from expanding the recruitment of PUSCs to ensure their sustained involvement in the ongoing development, delivery, evaluation and co-production of the SPQ DN programme. (Recommendation one)

The programme team share details of a 'shelf life' resource embedded within the curriculum that utilises video snapshots, scenarios and presentations highlighting an aspect of SPQ DN practice from the perspective of PUSCs, for example compassionate practice in critical care. One PUSC at the approval visit shares their experiences of being involved in the development of the programme, offering an example of discussion and engagement about the inclusion of the V300 module and how this was expressed to be important for DNs. Other PUSCs express an interest in being involved in the programme, including contributing to the

recruitment and interviewing process. Although there's clear intention to involve PUSCs in the recruitment process of applicants to the SPQ DN programme, this isn't yet established and none of the students we meet confirm that PUSCs contributed to their interview day. The programme team are therefore required to provide an implementation plan that details how PUSCs are suitably prepared and involved in the recruitment of SPQ DN applicants. (Condition one)

During the programme approval visit, it's confirmed that Care Quality Commission (CQC) and other external reports are actively monitored by the programme and practice learning experience team. If concerns are raised, the programme team and PLPs/EPs work collaboratively to assess if there's an impact on student experience and alternative arrangements sought if required. There's evidence of raising concerns processes being in place for students, practice assessors and practice supervisors. All stakeholders we meet describe the programme team as being consistently available to support students and PLPs/EPs to ensure concerns are appropriately addressed. They tell us that communication is effective and that this is essential to ensure the safety of PUSCs, as well as students. There's evidence of regular school committee meetings that incorporate PLPs/EPs, the programme team and practice education lecturers. This effective partnership working is evident within the documentation and confirmed at the visit by PLPs/EPs, students, practice supervisors and practice assessors.

There's documentary evidence of student consultation in the development of the programme in addition to regular opportunities to feedback at the end of their current programme. This consultation includes students from the current 2023 intake and alumni. During the approval visit, students tell us they're able to feedback on their experiences at both programme and module level, and that their feedback is listened to. This includes examples of challenging aspects such as the overlap of the V300 module with other modules which is changed for the new programme. The students communicate positive experiences of the programme team being supportive of their development and learning in practice. They tell us the programme team is responsive to their needs, including relevant signposting to wider university support services. One student in attendance describes inconsistent protected learning time but that the programmed theory-practice integration days are very helpful in supporting their learning. There are no other comments related to students not receiving protected learning time. Students also describe having easy access to their practice assessor and practice supervisor throughout their practice learning experiences and describe them promptly responding to their individual learning needs.

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**

Within the documentation and evidence provided at the visit, there's evidence of PUSC involvement in co-production of the programme and the programme team



are able to evidence the involvement of UWE's established PUSC group. Two PUSC representatives at the visit also support this narrative. However, none of the PUSCs are involved in the recruitment of SPQ DN students and it's not clear that there's an established strategy to do so. None of the students we meet describe PUSC involvement at their interview day.

Condition one: Provide an implementation plan that details how PUSCs are suitably prepared and involved in the recruitment of SPQ DN students. (SFNME R2.6, R2.7)

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: Documentary evidence provided evidences action taken by the programme team to establish an implementation plan for the preparation and involvement of PUSCs in the recruitment of SPQ DN students. The evidence demonstrates collaborative working with PLPs/EPs.

Condition one is now met.

Evidence:

Meeting notes from PLP implementation plan - PUSC and DN SPQ recruitment, undated

Date condition(s) met: 30 April 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

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:

18 May 2021

## 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. Appropriate entry requirements are outlined within the documentation for applicants applying to the SPQ DN programme and apprenticeship route. Partnership working between UWE and their PLPs includes regular partnership forum meetings. Quality assurance processes in place include evidence of practice learning environment audit tools. The programme team assure us that the same auditing process is applied for any self-funded or self-employed applicants. Written EP and PLP agreements are in place to ensure that students are supported with the required resources and protected learning time to undertake the programme. These agreements are embedded for both the PGDip SPQ DN programme and apprenticeship route.

PLPs tell us they're supportive of potential self-funding or self-employed applicants, and documentary evidence confirms the requirement that applicants

must be in employment to meet the entry requirements. It's highlighted by PLPs at the visit that they must be confident of appropriate practice assessor and practice supervisor support to facilitate student learning before agreeing an opportunity for self-funding or self-employed applicants. PLPs don't anticipate significant numbers or demand in relation to self-funding and self-employed applicants, however governance processes are agreed and in place to facilitate this if required.

One student in attendance at the approval visit describes inconsistent protected learning time but expresses that theory-practice integration days are very helpful and support their learning. There are no other comments related to students not receiving protected learning time. Students also describe having easy access to their practice assessor and practice supervisor throughout their practice learning experiences. Students are supported to achieve the Standards of proficiency for community nursing SPQs (SPCNSPQ) (NMC, 2022) using learning agreements, formative assessments and progress review meetings with their practice assessor and practice supervisor. Student progress and feedback is captured within the PAD.

Practice assessors and practice supervisors describe close partnership working with the programme team and academic assessors in line with the SSSA. The documentary evidence demonstrates contextualised preparation sessions for practice assessors and practice supervisors, and regular support or update sessions are offered throughout the academic year. This is confirmed by practice assessors and practice supervisors during the approval visit. Appropriate supportive mechanisms are in place to enable reasonable adjustments for student learning where required. Practice assessors, practice supervisors and students are aware of how to raise concerns with the AEI and programme team if required.

**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 into the new programme.

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

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

The AEI has the SSSA in place for all students, therefore transfer isn't required.

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

YES  NO

**Outcome**

Is the standard met? MET  NOT MET

Date: 28 March 2024

**Post event review**

Identify how the condition(s) is met:

N/A	
<b>Date condition(s) met:</b>	
N/A	
<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
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

- 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

R2.4.3 is not met. The documentary evidence provided lacks clarity in relation to the registerable award of PGDip conferring annotation of SPQ DN with the NMC. The MSc award is available to students should they wish to return for further academic study and once they've achieved PGDip and exited the programme. The MSc award isn't mapped to or aligned to the required NMC standards. This is confirmed at the visit by the programme team, however student-facing and programme documentation needs to clarify the registerable award. (Condition two)

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

YES  NO  N/A

A community nursing SPQ in health and social care route 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

R2.5.3 is not met. The chair of the panel highlighted at the visit that the programme learning outcomes had been subjected to pre-panel academic scrutiny by the UWE panel members. The programme team are requested to rephrase the learning outcomes to better reflect their nature as outcomes and the level of the programmes. (Condition four)

**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. There's appropriate mapping which outlines how the programme outcomes are aligned to the SPCNSPQ. There's sufficient evidence that the programme is designed and tailored to meet the requirements for the intended field of community nursing practice. Evidence provided also includes mapping of the SPCNSPQ against the DN specific modules embedded within the programme. During the approval visit, the programme team articulate how the V300 module is tailored to meet the required proficiencies contextualised to the role of the SPQ DN.

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. The documentation has clear reference and contextualisation to the DN route proposed. Theory and practice learning experience components of the programme are clearly mapped within documentary evidence, and demonstrate how the programme meets the outcomes required for the SPQ DN. During the approval visit, SPQ DN practice assessors and practice supervisors confirm their participation in consultation and contribution to the development of the programme to ensure embedding of core theory and clinical skills directly relevant to the DN role and the SPCNSPQ. Stakeholders collectively affirm the value of including the V300 and physical assessment and clinical reasoning modules within the programme to support the evolving role of the DN. Stakeholders also confirm they feel their contribution and ideas are listened to by the programme team and acted upon.

- 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 structure is designed to include an appropriate balance of theory and practice learning opportunities for students. The documentary evidence outlines a variety of learning opportunities and assessment approaches across the theory modules within the programme. The design of the programme considers feedback from alumni and current students who, during the approval visit, tell us they identified challenges of multiple assessments in a short space of time and how the new programme is designed to improve the balance of assessments. The V300 module encompasses a range of assessments including written examinations and clinical and written assessments.

- 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. During the approval visit, the programme team confirm the requirement of 400 hours of practice learning to be achieved by students across the programme, and this is articulated within the documentary evidence provided. There's evidence of stakeholder consultation about the use of simulation to support student learning. The programme team confirm that simulated learning isn't intended to contribute to the student practice learning hours to be achieved. The programme team highlight that the use of simulation through case studies is responded to positively by students. This approach is embedded across the

programme modules, for example the approach stimulates in depth discussion around ethical issues and dilemmas frequently encountered in DN practice. Within the physical assessment and clinical reasoning module, students undertake formative and summative objective structured clinical examinations as part of the assessment strategy. On campus simulation suites, which are technology enhanced and supported, are highlighted as valuable resources to support the delivery of simulation-based learning. The students we meet, value simulation-based learning within their programme and are keen to experience more.

**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

This programme isn't delivered in Wales.

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

YES  NO

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

YES  NO

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

YES  NO

The documentary evidence provided lacks clarity in relation to the registerable award of PGDip conferring NMC annotation of the SPQ DN qualification. The MSc award is available to students should they wish to return for further academic study and once they've achieved PGDip and exited the programme. The MSc award isn't mapped to or aligned to the required NMC standards. This is confirmed at the visit by the programme team, however student-facing and programme documentation needs to clarify the registerable award. (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 documentary evidence provided lacks clarity in relation to the registerable award of PGDip conferring NMC annotation of the SPQ DN qualification.

Condition two: Update student-facing and programme documentation to clearly and accurately detail that the award of PGDip confers NMC annotation on the register as SPQ DN. (SFNME R3.10; SPRP R2.4.3)

The programme learning outcomes need to be rephrased to better reflect their nature as outcomes and the level of the programme.

Condition four: Rephrase the programme learning outcomes to better reflect their nature as outcomes and the level of the programme. (SPRP R2.5.3) (NMC and university condition)

**Date:** 28 March 2024

**Post event review**

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

Condition two: Evidence is provided that programme documentation, including student facing documentation, clearly and accurately details that the award of PGDip confers NMC annotation on the register as SPQ DN. It's clearly noted that further study towards the MSc isn't part of the NMC approved programme which confers the SPQ DN award and NMC annotation.

Condition two is now met.

Evidence:

Programme specification - SPQ (DN), undated

Condition four: An updated set of programme learning outcomes is provided. There's no change to content of the outcomes and their alignment to the SPRP, only the phrasing.

Condition four is met.

Evidence:

Programme approval report observations, undated

**Date condition(s) met:** 30 April 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. There's a clear practice-based learning strategy and a dedicated practice learning team within the school to support governance of practice learning. PLPs work in partnership with the programme team and the AEI to ensure quality assurance across all learning environments. Practice assessors, practice supervisors and students articulate an awareness of raising any concerns they may have regarding the suitability and quality of practice learning experiences. The same governance processes apply for self-funding and self-employed students providing equity of student experience.

- 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. There's documentary evidence which supports appropriate implementation of the SSSA. There's evidence of appropriate and contextualised preparation for practice assessors and practice supervisors in addition to regular update and support sessions delivered by the programme team in collaboration with PLPs/EPs. During the approval visit, practice assessors and practice supervisors tell us about the annual updates they attend and the optional theory module offered by UWE that's available to support assessment and supervision in practice. They also tell us about being supported by the programme team and their employers as new practice assessors and practice supervisors through a period of consolidated practice.

The programme team describe the supportive process of being prepared to undertake the academic assessor role. This is undertaken or supported by a SPQ DN member of the programme team.

The V300 module team and programme team outline to us the ways in which appropriate supervision and assessment is undertaken for learning in practice. The programme utilises relevant supportive frameworks, such as the designated prescribing practitioner framework from the Royal Pharmaceutical Society (RPS), and complements the SSSA.

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



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

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

N/A

A SCPHN programme isn't proposed.

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

MET  NOT MET  N/A

R3.3.3 is met. The documentary evidence provided outlines the structure of embedded practice learning opportunities throughout the programme for students. While practice learning opportunities are available throughout the programme, the period of practice learning for consolidation and achievement of the SPCNSPQ towards the end of the programme is especially praised by students during the approval visit. Students are continually supported through the programme by their dedicated practice assessor and practice supervisor to work towards achievement of the SPCNSPQ and regular tripartite meetings with academic assessors providing assurance of appropriate progress towards this. Tripartite meetings with the student, practice assessor and academic assessor take place twice a year, or every 12 weeks for those on the apprenticeship route as per the apprenticeship standards. Students describe the programme team as "brilliant" in providing support and guidance throughout the programme to achieve the programme outcomes and SPCNSPQ. Appropriate recording of progress and achievement is captured within the student's PAD. Students meet with their practice assessor every two weeks to discuss progress and achievement of the SPCNSPQ.

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

MET  NOT MET  N/A

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

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

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

YES  NO

**Provide an 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. There's documentary evidence provided which demonstrates signposting to relevant UWE support services for identification and assessment of any reasonable adjustments students may require. This may include additional time or support with learning materials or assessments. Information and signposting are also evident within student handbooks and student facing documentation. Although none of the students we meet share personal experiences of additional support needs, they're aware of the support and services available should they require them. The programme team highlight that an integrated, inclusive approach to student learning and assessment is an important ethos when developing programmes, as is being cognisant of any potential burden of assessment. Students confirm they're fully aware of the support mechanisms in place for them to access during their practice learning experiences and know who to contact for advice or guidance if they feel any personal circumstances might impact upon their progress through the programme.

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

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

**N/A**

A SCPHN programme isn't proposed.

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

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

R3.6.2 is met. The programme structure and design presented for approval demonstrates consideration for developing theory, knowledge and understanding to inform the achievement of the SPCNSPQ within practice learning experiences. Partnership between practice assessors, practice supervisors and academic

assessors facilitate an individualised and tailored approach for supporting student learning that's specific to their individual learning needs. Students and PLPs tell us during the approval visit that they value the opportunity for consolidation of clinical assessment skills and prescribing theory within a safe and supported context of practice learning. The PAD supports student reflection and opportunity to identify individual learning needs for successful achievement of the SPCNSPQ and programme learning outcomes.

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: 28 March 2024

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

**Standard 4: Supervision and assessment**

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

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

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

- R4.3 ensure practice supervision, the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment*
- R4.4 ensure practice supervisors:
- R4.4.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals or
- R4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students
- R4.5 ensure practice and academic assessors:
- R4.5.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ or
- R4.5.2 can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ
- R4.6 ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking
- R4.6.1 in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN/community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person
- R4.7 provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:
- R4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.7.2 SCPHN public health nurse,
- R4.7.3 their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or
- R4.7.4 other specified field(s) of community nursing SPQ in health and social care
- R4.8 ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met
- R4.9 assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:
- R4.9.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.9.2 SCPHN public health nurse practice,

R4.9.3 their intended SPQ in the field of: community children’s nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, and/or  
R4.9.4 other specified field(s) of community nursing SPQ in health and social care practice.

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

*Standards for student supervision and assessment*

### 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. There’s evidence that students are supported by appropriately experienced and prepared practice assessors and practice supervisors. Practice assessors and practice supervisors confirm during the approval visit that they undertake preparation sessions contextualised to the SPQ DN role to undertake the assessment and supervision of SPQ DN students. Annual updates are delivered by the programme team in partnership with PLPs/EPs, and new practice assessors and practice supervisors are supported by experienced DNs through a period of consolidation. PLPs and EPs confirm a commitment to facilitating support and development opportunities for SPQ DN practice assessors and practice supervisors.

The school evidences a robust pathway for new academic assessors, including being supported by existing and experienced SPQ DN academic assessors. The programme team confirm this during the approval visit.

- 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. There's documentary evidence which confirms a collaborative approach between the programme team and their PLPs/EPs to support the development and learning opportunities for SPQ DN students. PLPs and EPs we meet during the visit affirm their commitment to ensuring safe and effective supervision and assessment for students undertaking practice learning experiences on the programme. Practice assessors and practice supervisors confirm positive experiences of support from their employers and the programme team. Ongoing development opportunities and update sessions are evidenced within the documentation and confirmed by PLPs/EPs during the approval visit.

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

**MET**  **NOT MET**

R4.3 is met. There's documentary evidence that demonstrates the programme is developed to comply with the SSSA. Student handbooks for the SPQ DN programme and apprenticeship route outline the support available to students from practice assessors, practice supervisors and academic assessors throughout the theory and practice learning experience. PLP and EP agreements confirm a commitment to supporting and adhering to the principles and standards set out within the SSSA. During the approval visit, PLPs/EPs articulate and confirm this commitment to us. There's evidence provided by the programme team that appropriate preparation and support processes are in place for existing and new academic assessors, facilitated by members of the team who hold SPQ DN qualifications.

**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. PLPs, EPs, practice assessors and practice supervisors confirm during the approval visit that students are assigned practice assessors who are SPQ qualified, experienced and suitably prepared to undertake fair and competent assessment of SPQ DN students. PLPs, EPs, practice assessors and practice supervisors tell of a collaborative and partnership approach to the assignment of practice assessors for students, and this is supported by the documentary evidence provided.

- 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. There's documentary evidence of partnership working to facilitate student support by both a nominated practice assessor and practice supervisor in all instances. The evidence provided confirms the programme processes of maintaining a register of active practice assessors and practice supervisors with confirmed SPQ DN qualifications. This is confirmed during the approval visit by PLPs, EPs, practice assessors and practice supervisors. The programme team confirm that only in exceptional circumstances might a student be supported by one professional undertaking both the practice assessor and practice supervisor

roles, and this is assessed and supported on an individual basis. Any such arrangements are documented within the student's PAD. The programme team tell us that this scenario hasn't yet occurred as there are sufficient numbers of practice assessors and practice supervisors within the practice learning areas. This is confirmed during the approval visit by PLPs and EPs.

**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 route isn't proposed.

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

YES  NO

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



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 route isn't proposed.

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

YES  NO

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

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

YES  NO

### Outcome

Is the standard met?

MET  NOT MET

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

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

**Date:** 28 March 2024

**Post event review**

**Identify how the condition is met:**

Condition three: An updated version of the ADNE PAD is provided to evidence meeting legacy condition three. The revised ADNE SPQ PAD includes the facility for recording programme time (hours/days/weeks) and a dedicated section to evidence completion of a minimum 45 week programme.

Condition three is now met.

Evidence:

ADNE SPQ pan-PAD - UWE version, undated

**Date condition(s) met:** 30 April 2024

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

**MET**

**NOT MET**

**Standard 5: Qualification to be awarded**

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

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

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

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

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

R5.5 inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the

NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice.

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

### Findings against the standards and requirements

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

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

YES  NO

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

N/A

A SCPHN programme isn't proposed.

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

YES  NO  N/A

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

YES  NO  N/A

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

YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/>		
<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		
YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>		
There's no fall back exit award with SPQ annotation.		
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>		
<b>Is the standard met?</b>		
MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>		
Date: 28 March 2024		
<b>Post event review</b>		
<b>Identify how the condition(s) is met:</b>		
N/A		
<b>Date condition(s) met:</b>		
N/A		
<b>Revised outcome after condition(s) met:</b>		
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):

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
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 checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
UWE doesn't have a student university handbook as full information is available to students through the UWE website and the programme handbook.		
List additional documentation:		
Post approval visit documentation to meet conditions: Meeting notes from PLP implementation plan - PUSC and DN SPQ recruitment, undated Programme specification - SPQ (DN), undated ADNE SPQ pan-PAD - UWE version, undated Programme approval report observations, 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 checked="" type="checkbox"/>	<input 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: PGDip SPQ DN – September 2023 intake – two students. PGDip SPQ DN – September 2021 intake – 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:		
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"/>
<p>If yes, system regulator reports list:</p> <p>Charlton House Community Resource Centre, CQC inspection report, 11 May 2023</p> <p>Gloucestershire Health and Care NHS Foundation Trust, CQC inspection report, 18 August 2022</p> <p>Gloucestershire Hospitals NHS Foundation Trust, CQC inspection report, 7 October 2022</p> <p>Gloucestershire Hospitals NHS Foundation Trust, Gloucestershire Royal Hospital, CQC inspection report, 10 November 2023</p> <p>Sirona Care and Health CIC, CQC inspection report, 9 February 2022</p> <p>Torbay and South Devon NHS Foundation Trust, CQC inspection report, 3 November 2023</p> <p>University Hospitals Bristol and Weston NHS Foundation Trust, CQC inspection report, 12 October 2022</p>		
<p>If you stated no above, please provide the reason and mitigation :</p> <p>UWE is an established AEI and therefore visits to the practice learning environments and inspection of additional resources isn't required.</p>		
<p>Additional comments:</p> <p>None identified.</p>		

**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):	Matthew Sunter Jonathan Fisher	Date:	10 April 2024
Checked by:	Sarah Snow	Date:	17 April 2024
Submitted by:	Amy Young	Date:	11 June 2024
Approved by:	Leeann Greer	Date:	11 June 2024