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Programme approval report

Section one

Programme provider name:	Ulster University
Programmes reviewed:	**Specialist practice qualification:**
	Community children's nursing ☐
	Community children's nursing with integrated independent and supplementary prescribing (V300) ☒
	Community learning disabilities nursing ☐
	Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) ☒
	Community mental health nursing ☐
	Community mental health nursing with integrated independent and supplementary prescribing (V300) ☒
	District nursing ☐
	District nursing with integrated independent and supplementary prescribing (V300) ☒
	General practice nursing ☐
	General practice nursing with integrated independent and supplementary prescribing (V300) ☒
	Health and social care nursing ☐
	Health and social care nursing with integrated independent and supplementary prescribing (V300) ☐

	Community nurse specialist practice (NMC 2022) apprenticeship:
	Community children's nursing apprenticeship ☐
	Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Community learning disabilities nursing apprenticeship ☐
	Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Community mental health nursing apprenticeship ☐
	Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	District nursing apprenticeship ☐
	District nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	General practice nursing apprenticeship ☐
	General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Health and social care nursing apprenticeship ☐
	Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐

Title of programme(s):	Postgraduate Diploma in Specialist Nursing Practice with Integrated Independent and Supplementary Prescribing (V300) – Community Children's Nursing

Postgraduate Diploma in Specialist Nursing Practice with Integrated Independent and Supplementary Prescribing (V300) – Community Learning Disabilities Nursing

Postgraduate Diploma in Specialist Nursing Practice with Integrated Independent and Supplementary Prescribing (V300) – Community Mental Health Nursing

Postgraduate Diploma in Specialist Nursing Practice with Integrated Independent and Supplementary Prescribing (V300) – General Practice Nursing

Postgraduate Diploma in Specialist Nursing Practice with Integrated Independent and Supplementary Prescribing (V300) – District Nursing |
| **Academic levels:** | |
| SPQ Community children's nursing | England, Wales, Northern Ireland ☐ Level 7

SCQF ☐ Level 11 |
| SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) | England, Wales, Northern Ireland ☒ Level 7

SCQF ☐ Level 11 |

SPQ Community learning disabilities nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ District nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ General practice nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☒ Level 7 SCQF

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

supplementary prescribing (V300) apprenticeship	SCQF ☐ Level 11
SPQ District nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ General practice nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
Date of approval visit:	19 January 2024
Programme start date:	
SPQ Community children's nursing	

SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	23 September 2024
SPQ Community learning disabilities nursing	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	23 September 2024
SPQ Community mental health nursing	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	23 September 2024
SPQ District nursing	
SPQ District nursing with integrated independent and supplementary prescribing (V300)	23 September 2024
SPQ General practice nursing	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	23 September 2024
SPQ Health and social care nursing	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community children's nursing apprenticeship	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community learning disabilities nursing apprenticeship	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community mental health nursing apprenticeship	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ District nursing apprenticeship	
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	

SPQ General practice nursing apprenticeship	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Health and social care nursing apprenticeship	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Heather Bain Lay Visitor: Carol Rowe

Summary of review and findings

Ulster University (UU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The faculty of life and health sciences (the faculty), the school of nursing and paramedic science (the school) present for approval a community specialist practice qualification (SPQ) programme in the fields of community children's nursing (CCN), community learning disabilities nursing (CLDN), community mental health nursing (CMHN), district nursing (DN) and general practice nursing (GPN) with integrated independent and supplementary prescribing (V300). UU further propose non-community SPQ routes in diabetes nursing, stroke care, emergency nursing, palliative care, mental health and adult nursing with integrated V300, these routes aren't considered for approval. The integration of V300 across all routes are considered at the request of practice learning partners (PLPs) to meet workforce requirements.

The proposed programme is a 120-credit academic level seven postgraduate diploma (PgDip). To achieve the academic award, students must successfully complete six 20-credit modules. The GPN route is commissioned on a part-time basis, all other routes are offered on a full or part-time basis. The full-time route is delivered over one academic year, the part-time route over two academic years. The proposed intake is 10 students on each of the full and part-time SPQ routes, 80 students are expected to undertake the non-community pathway. The programme is delivered at the Belfast campus, students undertake clinical skills development at the Jordanstown campus.

The proposed programme is developed to meet the Standards of proficiency for community specialist practice qualifications (SPCNSPQ) (NMC, 2022) and the Standards for prescribing programmes (SPP) (NMC, 2018, updated 2023). There's mapping that aligns the NMC SPQ programme and module learning outcomes to the Standards for post-registration programmes (SPRP) (NMC, 2022, updated 2023) and the SPCNSPQ. All proposed routes are mapped to the SPP and the Royal Pharmaceutical Society (RPS, 2021) competency framework for all prescribers.

Documentary analysis and the approval visit provide evidence of well-established partnership working between UU and PLPs. There's evidence of wide programme development consultation that's integral to the development of the workforce in Northern Ireland (NI). PLPs, students, practice supervisors, practice assessors and people who use services and carers (PUSCs) confirm their involvement in programme development.

There's evidence of robust arrangements in place at operational and strategic levels to monitor and address concerns in academic and practice learning environments. There's a partnership approach to address any adverse Regulation

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and Quality Improvement Authority (RQIA) reports. PLPs tell us that they work in partnership with UU to ensure the quality and safety of students practice learning. There's evidence of governance processes to manage concerns and action plans in response to any adverse system regulator reports including NMC exceptional reporting processes.

UU tell us about the current public health inquiries in NI and that they're co-operating and providing requests for information. There's assurance that students aren't placed in practice learning environments with ongoing concerns. There's evidence of school processes for communicating safety alerts to academic staff and students. Students confirm they know how to raise concerns in practice.

Documentary analysis and the visit assure us of effective partnerships with PUSCs who support the development and delivery of the programme.

The school have an Athena SWAN silver award and are working towards a gold application recognising equality, diversity and inclusion (EDI). Documentary analysis and the visit assure us that the school demonstrates a commitment to EDI. The principles of EDI are embedded throughout the programme. Documentary analysis and PUSCs tell us that they have access to EDI training. The programme team tell us that teaching materials represent diversity and that students are encouraged to challenge cultural norms and stereotypes. Students tell us about a variety of teaching approaches that are accessible to all. UU monitor EDI data at programme level. Student ethnicity and gender are recorded in the InPlace online system facilitating the monitoring of EDI data. There's evidence that UU monitor differential attainment and that it's part of ongoing student feedback, module evaluations and examination board presentations. Any issues are discussed at staff student consultative committee and course committees and actioned.

The approval visit is undertaken face-to-face.

The Standards framework for nursing and midwifery education (SFNME) (NMC 2018) and 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 one university condition. One university recommendation is made.

This recommendation for approval includes the integration of the approved V300 award across the community and non-community SPQ routes. The non-community SPQ routes aren't subject to NMC approval.

Updated 1 March 2024:

UU provide signed confirmation by the chair of the conjoint panel to confirm that the university condition is met.

The condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** Condition one: Address all issues identified by the centre for curriculum enhancement and approval and detailed in the appendix to the panel report. (University condition)
Date condition(s) to be met:	1 March 2024

Recommendations to enhance the programme delivery:	Recommendation one: Staff resources are kept under review should student numbers begin to increase with the opening of the provision to those choosing to self-fund their studies and the potential for impact on PUSCs. (University recommendation)
Focused areas for future monitoring:	Review the effectiveness and appropriateness of simulated learning across the programme.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: UU provide documentary evidence signed by the chair of the conjoint panel confirming that the university condition is met. Condition one is met.	
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	1 March 2024

Section three

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

NMC Programme standards
[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

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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:

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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 analysis and the visit confirm established partnership working at
strategic and operational levels. Practice-based learning agreements are in place
with PLPs.

Stakeholders are involved in the co-production, design, development, delivery and
evaluation of the programme. PUSCs, PLPs and students tell us about their
involvement at stakeholder engagement events that have informed the design of
the programme. They tell us their contributions are reflected in the programme.
Stakeholders tell us that the design of programme structure is a result of their
feedback. PLPs tell us that offering full and part-time options stabilises and
sustains a safe workforce. PUSCs tell us that the programme reflects their
discussion at consultation meetings. Students tell us that they support the
introduction of the integration of V300 and that it's beneficial to practice.
Documentary analysis and PLPs tell us about the importance of integration of
V300 across the programme. They confirm that there's a need to develop a
nursing workforce who can assess and use the wide variety of high-level skills
required to meet the needs of the local population.

UU work collaboratively with the NI practice and education council for nursing and
midwifery (NIPEC) to support the implementation and monitoring of the SSSA
across NI. UU are actively involved in NIPEC's post-registration standards
implementation project that ensures standardisation and implementation of the
NMC post-registration standards across NI. UU work in partnership with the NI
chief nursing officer and PLPs in accordance with the commissioning for workforce
requirements for recruitment and selection to the programme. The selection of

suitable students is confirmed through a joint PLP and school interview process. PUSC confirm their involvement in the recruitment and selection process. They tell us that they develop interview questions and confirm that they receive the EDI training that's in place for academic staff within the school.

Documentary analysis and PUSCs tell us about the opportunities for their involvement in the delivery, assessment and evaluation of the programme. They tell us that their involvement is negotiated by the people engagement in education and research (PEER) group. The programme team and PUSCs tell us that they're prepared and supported for their engagement with the programme. Documentary analysis and the visit confirms that students undertake V300 in the context of SPQ practice, recognising the different SPQ fields and routes. The principles of inter-professional learning and multi-agency working are integrated throughout theory and practice learning. The programme team tell us students learn from a range of professionals across practice learning experiences. The practice assessment document (PAD) requires students to record a teamworking assessment and supporting action plan that promotes inter-professional learning.

PLPs and the programme team tell us that there's effective communication when issues of concern are identified by RQIA reports and actions are taken to mitigate risk to student learning. Identified concerns in practice are escalated and communicated to link lecturers and academic leads for practice learning. Student facing documentation outlines the process to raise and escalate concerns. Documentary analysis and students confirm that there are opportunities to evaluate theory and practice learning. They tell us that any concerns are addressed appropriately and in a timely way and that support is always available at UU and in practice.

The school in partnership with PLPs prepare practice supervisors and practice assessors for their roles and deliver annual programme specific updates. Partnership working is reflected in practice tripartite review meetings between academic assessors, practice assessors and students. Link lecturers provide support to practice learning environments when student reasonable adjustments are required in practice. UU and PLPs work in partnership to assure the safety and quality of practice learning. This includes a joint approach to the educational audit process for each practice learning environment and assurance that practice learning is supported in line with the SSSA.

The commissioner manager lecturer liaison committee meets three times a year with representation from UU staff and PLPs. The quality of theory and practice learning in the SPQ programme is reviewed as part of these meetings. PLPs, members of PEER, PUSCs and students are represented on programme committees and the staff student liaison committee meet three times a year. These committees provide opportunities for students, PUSCs and PLPs to feedback on and monitor the quality of the programme.

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

MET ☒   **NOT MET** ☐

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

MET ☒   **NOT MET** ☐

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

Independent/Supplementary Prescriber (V300)
Please indicate whether the V300 is a compulsory or optional element of the Specialist practice programme.   **Optional** ☐   **Compulsory** ☒   **N/A** ☐   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: 28 February 2020.

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)

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

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

MET ☒ **NOT MET** ☐

R1.5 is met. Governance structures and arrangements between UU and PLPs for all applicants are assured through evidence of partnership practice-based learning committees. The NIPEC model ensures practice learning environment educational audits are in place to confirm the quality and safety of practice learning environments. Audits are reviewed every two years or as required in response to changes in practice learning environments. The practice learning environment educational audit tool includes the maximum number of students that can be supervised and assessed in practice learning environments and ensures that practice supervisors and practice assessors with relevant experience are in place to support SPQ and V300 students in their field of practice.

Documentary analysis and the visit confirms that self-employed or self-funded applicants must have practice placements confirmed through the NIPEC agreed model. The UU practice education coordinator works in partnership with PLPs to liaise and secure an appropriate practice learning environment for these applicants. Practice learning agreements between UU and PLPs confirm effective arrangements and governance for practice learning are in place for all students including those who are self-employed or self-funding.

Written practice learning agreements evidence PLP support for the programme. The agreements confirm protected practice learning, appropriately prepared practice supervisors and practice assessors and the implementation and

monitoring of the SSSA. Students and PLPs confirm these processes are in place in practice learning environments.

Student facing programme documentation confirms that there are a range of support processes including literacy, numeracy and digital skills development. Student have access to library inductions and training workshops, subject librarians and the online platform, Studiosity. Study advisors and link lecturers provide academic and pastoral support throughout the duration of the programme.

Documentary analysis confirms and the programme team and students tell us about how students are supported by the UU student wellbeing services. The programme team, practice supervisors and practice assessors understand for example how to monitor the mental health wellbeing of students.

Documentary analysis, the programme team, PLPs, practice supervisors and practice assessors tell us about how reasonable adjustments are managed and supported in academic and practice learning environments. Link lecturers with student consent liaise with PLPs to ensure reasonable adjustments are in place in practice learning environments. The programme team tell us that students are encouraged to disclose any learning needs at the earliest opportunity to ensure practice learning adjustments are in place. There's evidence of processes to support progression towards successful achievement of the programme.

Documentary analysis confirms and PLPs, practice supervisors, practice assessors and students tell us that there are processes in place to raise and escalate concerns. They confirm that they know how to raise and escalate concerns.

The programme team and PLPs tell us that there are adequate practice supervisors and practice assessors with appropriate experience in place to support SPQ and V300 practice learning. PLPs have a database that monitors practice supervisor and practice assessor availability, training and updates. UU maintain a database to monitor practice supervisor and practice assessor support for self-employed and self-funding students. Students are assigned to practice assessors with an SPQ in the same field of practice. There's evidence of a process for when this isn't achievable; the programme lead and PLPs agree that students are assigned to a registered nurse who must have relevant and extensive experience in the context of the intended field of SPQ practice students are studying. The process also confirms that if an SPQ practice assessor isn't a V300 prescriber students are assigned to an V300 practice assessor who prescribes in the context of SPQ practice. Practice supervisors and practice assessors are identified at the point of recruitment and selection. Practice supervisors and practice assessors are identified by PLPs and approved by UU. Practice supervisors and practice assessors tell us they're well supported by the programme team to support students.

There's assurance of the governance structures to ensure that the quality and safety of practice learning is monitored by the commissioner manager, the lecturer liaison committee and the course committee.

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☒   **NO** ☐   **N/A** ☐

Proposed transfer of current students to the programme under review

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

Documentary analysis and the programme team tell us about the process for the transfer of existing students to the proposed programme. They provide the example of students enrolled on the current academic level seven programme who have a period of absence without achieving academic credits; they will transfer directly onto the proposed programme. Students on the current academic level six programme who have evidence of level six study can transfer to the programme. Their previous learning is mapped to the SPCNSPQ and assessed on an individual basis. Students enrolled on the current academic level six programme who haven't completed any academic level six modules can undertake an online 'skills for postgraduate study' 10 credit level six module that supports the development towards academic level seven. Students also have the option to complete a portfolio of evidence that demonstrates that they meet the entry requirements at academic level seven. Students confirm they're aware of the transfer arrangements proposed.

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.

Documentary analysis confirms that the SSSA is applied across all UU NMC programmes.

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: 19 January 2024

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

N/A

Date condition(s) met:

N/A

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

N/A

Standard 2: Curriculum

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

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

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

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

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

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

R2.4 state routes within the programme for:

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

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

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

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

R2.5 ensure programme learning outcomes reflect the:

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

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

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

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

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

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

R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within

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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** ☐

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

  YES ☐　　**NO** ☐　　**N/A** ☒

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

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒   NO ☐   N/A ☐

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

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

N/A ☒

A SCPHN programme isn't proposed.

- standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing,

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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. Documentary analysis confirms that the programme content meets
the SPCNSPQ, the SPP and the RPS competencies. Students undertaking the
proposed non-community routes must meet the learning outcomes that are
mapped to the RPS. Documentary analysis and the programme team tell us about
how the programme content is applied to each route. There's evidence that all
modules have adopted a person-centred approach. Practice learning opportunities
ensure that students can consolidate learning that's applied to their intended field
of SPQ practice. There's shared learning across fields and between community
and non-community routes. Additional tutorials and seminars provide a focus on
each field of SPQ practice.

Students tell us that they value shared learning, it helps them to identify areas
where their roles overlap in practice and it builds their understanding of
professional networks. PUSCs tell us that the programme outcomes are person-
centred and reflect their feedback at programme development stakeholder events.
PLPs tell us about their involvement in the development of the programme content,
to ensure that students can develop the skills and knowledge to meet the needs of
the local population across all fields of SPQ practice. PLPs and the programme
team confirm that this approach supports the viability of potential small numbers of
students across for example the GPN route.

Documentary analysis confirms and the programme team tell us that students
complete a PAD that's contextualised to their SPQ field of practice. The PAD is
developed in partnership with PLPs and students and is specific to the proposed
programme.

The programme team confirm that on application to the programme applicants who
have a V300 qualification are required to submit a portfolio of evidence that
demonstrates that they can evidence how their prescribing experience maps
against the person-centred prescribing module learning outcomes to enable
recognition of prior learning against the module. All students including those with a
V300 qualification must evidence that they meet the RPS in the context of their
intended field of SPQ practice. The PAD documents details for students the
requirements for achievement of the SPCNSPQ and the RPS competencies.
Programme documentation clearly states that both the V300 and the SPQ must be
successfully completed to achieve the programme award and that one can't be
awarded without the other.

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. Documentary analysis confirms that the programme content is mapped to the programme outcomes. The programme design and delivery provide clear evidence of learning progression. Documentary analysis and the visit demonstrate that the content of the programme meets the requirements of the SPCNSPQ and the RPS competencies. Module descriptors identify relevant content that's appropriately contextualised to each route in seminars and tutorials. There's mapping that demonstrates how each module ensures students are supported to achieve the RPS competencies.

The programme team tell us that UU subject specialists work with module teams to ensure that relevant content is applied to each of intended fields of SPQ practice. Practice supervisors and practice assessors confirm that evidence of application to each field is reviewed in the PAD. Students confirm that shared learning and field specific seminars support their learning.

Documentary analysis confirms that the programme team are suitably qualified to deliver the programme. There's a wider appropriate academic team involvement in programme delivery. The senior UU management team tell us there's a plan in place that's reviewed to ensure that they can recruit additional staff to meet the demand of the programme. The programme team tell us that there's a development appraisal review process in place to ensure they are supported in their roles and that new staff have an induction colleague and buddy to support them through a period of preceptorship.

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

MET ☒   **NOT MET** ☐

R2.8 is met. Documentary analysis and the visit confirms that the curriculum provides a balance of theory and practice learning opportunities. The programme is delivered over three semesters with 60 percent theory and 40 practice learning. In response to student feedback and PLPs request, practice learning is delivered in blocks. The design of the programme enables assimilation of new knowledge

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alongside practice-based learning within the relevant fields of SPQ practice and to meet SPCNSPQ and RPS competencies.

Documentary analysis confirms a blended learning approach with a range of learning and teaching strategies including face-to-face and online delivery of lectures, seminars and flipped classroom seminars, group work, clinical skills and simulation. Students tell us about the value of simulated learning with the opportunity to practice in a safe environment prior to undertaking practice learning.

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

                                              MET ☒   **NOT MET** ☐

R2.9.is met. Documentary analysis and the visit confirm that technology-enhanced and simulated learning is used effectively and proportionately across the curriculum to support learning and assessment. The UU virtual learning platform Blackboard Learn provides a programme support area with access to a range of resources across all modules. Digital fluency is developed through access to a range of interactive technology forums including Nearpod and Turnitin. Students receive an induction session and ongoing support to use online platforms. The programme team tell us that Panopto lecture capture and synchronous and asynchronous sessions enhance both engagement with learning experiences and support a range of reasonable adjustments. The PAD is accessed using Microsoft OneDrive; this facilitates access for practice supervisors, practice assessors, academic assessors and link lecturers who support students in practice. Students tell us that accessing the PAD can be challenging at the start of the programme however, they tell us that the support they receive from the programme team ensures that this gets easier. They tell us that they can access further support from the UU access and distributed learning team.

Documentary analysis evidence how simulated learning is applied to the proposed programme. The assessment and planning of the person-centred care module uses simulation to enable students to practice history taking skills using case-based scenarios in a safe environment. The module assessment is an objective simulated clinical examination that requires students to undertake a history and simulated physical assessment of the respiratory system, cardiovascular system or gastrointestinal system. The module practice-based learning for specialist nurses uses simulated learning with case-based scenarios to prepare students for practice. Students tell us that the in the current programme opportunities to experience simulated learning is limited to the preparation for practice learning.

The programme team tell us that there's a simulation champion who is part of the programme team and that an UU simulation strategy is in the final stages of development. The programme team tell us that investment has been agreed by the

faculty to create a simulation clinical skills space at the Belfast campus and planning for this is in place.

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

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

   YES ☐   **NO** ☐   **N/A** ☒

The programme isn't delivered in Wales.

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

   YES ☒   **NO** ☐

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

   YES ☒   **NO** ☐

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

   YES ☒   **NO** ☐

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

   YES ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐
Date: 19 January 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** ☐

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N/A

Standard 3: Practice learning

Approved education institutions must:

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

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

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

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

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

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

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Findings against the standard and requirements

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

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

  MET ☒   **NOT MET** ☐

R3.1 is met. Documentary analysis confirms that the NIPEC model was updated in 2023 in line with the publication of the SPCNSPQ and the NI NMC post-registration implementation programme. NIPEC supports a consistent approach that ensures suitable and effective arrangements and governance are in place for practice learning environments in NI for all students including those who are self-employed or self-funded.

- 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 assurance that the SSSA requirements are confirmed as part of the recruitment and selection process in partnership with UU and PLPs. There's a shared SPQ practice learning handbook for students, practice supervisors and practice assessors. This details the roles of practice supervisors, practice assessors, link lecturers and academic assessors. In partnership with practice supervisors and practice assessors, students must ensure that they can access appropriate SPQ and V300 prescribing learning opportunities throughout the programme in order to develop the skills and knowledge required for their intended field of practice. Students are expected to plan their learning to include the range of practice experiences that enable them to meet the requirements for SPQ and V300 on completion of the programme.

At initial and midway points students meet with practice supervisors and practice assessors to discuss practice progress and feedback on any support arrangements. V300 progression is reviewed at these points in the programme.

Documentary analysis confirms that there's preparation of practice supervisors, practice assessors and academic assessors, including regular updates. Practice supervisors and practice assessors confirm that they're prepared for their roles.

The programme team tell us that they're prepared for and supported in the academic assessor role.

Documentary analysis confirms and students tell us that they have opportunities to provide informal and formal feedback at initial and midway practice tripartite meetings which can be recorded in the PAD. This is in addition to formal student evaluation of practice learning experiences. These processes ensure that appropriate learning experiences are monitored and that student support arrangements are in place. Practice supervisors and practice assessors tell us that student evaluation and feedback of practice learning is shared with them. Any enhancements required are communicated to the nominated person in practice learning environments.

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

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

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.3.3 is met. Documentary analysis confirms that practice learning is integrated throughout the programme. There's a clear process in place that confirms PLPs are responsible for the allocation of appropriate practice supervisors and practice assessors at the start of the programme.

In each term students complete and record a strengths, challenges, opportunities and barriers assessment in the PAD. There's a discussion with practice supervisors and practice assessors to agree a learning plan. Progression and achievement are documented in the PAD and discussed at tripartite meetings in partnership with practice assessors, academic assessors and students.

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![Mott MacDonald logo]

Documentary analysis confirms that practice learning opportunities support students to develop the knowledge and skills required to meet the SPCNSPQ and the RPS competencies. Practice assessors confirm that students demonstrate achievement of the SPCNSPQ and that they meet the requirements of the SPP within the context of their field of SPQ practice. Academic assessors verify and record achievement in the PAD.

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

MET ☐   **NOT MET** ☐   **N/A** ☒

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

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

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

YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R3.5 is met. Documentary analysis and discussion with the programme team confirm that there are robust processes in place for the identification and management of reasonable adjustments to support students in theory and practice. Students tell us that they know how to access support services. Where reasonable adjustment requirements are agreed between support services and the programme lead, these are reviewed using the principles of the NMC policy for reasonable adjustments. An agreed plan of support is developed in agreement with students to meet specific individual requirements. Information about student wellbeing services, support services and reasonable adjustments are included in the induction week and clearly detailed in student facing documents. Students tell us that they're aware of available support and that they're informed of this during the programme induction week. They tell us that support information is continually reinforced and detailed in programme handbooks.

Students are encouraged to disclose any additional learning needs and reasonable adjustments and to share support plans at the start of the programme with the school and their practice area. They can declare and record their requirements in the PAD; this provides the opportunity to discuss learning support in practice placements. Tripartite meetings allow for the opportunity to monitor support plans. The PAD includes a template for students to recognise the need for and to lead on action to provide reasonable adjustments for people, groups and communities.

The programme team and practice assessors tell us that practice education teams and link lecturers work in partnership to ensure reasonable adjustments in place. Practice assessors and practice supervisors tell us that they're supported by link lecturers in managing any reasonable adjustments.

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.6.2 is met. Student progression and achievement are documented in the PAD and discussed at tripartite meetings. Documentary analysis of programme planners confirm that full and part-time programme routes are designed to enable students to continually develop. There are two-week blocks of practice learning culminating in a period of practice learning towards the end of the programme.

The programme team tell us that the PAD supports students to individualise their learning. Student are required to record their personal objectives and goals and share these with practice supervisors and practice assessors at the initial tripartite to support the development of learning plans.

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: 19 January 2024	

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

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must:

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

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

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

R4.4 ensure practice supervisors:

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

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

R4.5 ensure practice and academic assessors:

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

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

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

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

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

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

R4.7.2 SCPHN public health nurse,

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

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

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

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

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

R4.9.2 SCPHN public health nurse practice,

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

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

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

Standards for student supervision and assessment

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Findings against the standards and requirements

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

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

<div align="center">

MET ⊠   NOT MET ☐

</div>

R4.1 is met*.* Documentary analysis and discussion with the programme team, PLPs, students and PUSCs confirm that support, supervision, learning and assessment complies with the SFNME. The NIPEC model is aligned to the SSSA and provides a consistent approach in NI.

Documentary analysis demonstrates that robust processes and policies are in place to ensure a partnership approach to the SSSA. PLPs tell us about how they engage with the programme team to ensure the requirements of the SFNME and the SSSA are implemented in the programme. The programme team and PLPs confirm that any concerns identified in practice learning environments are managed in partnership. Students confirm that they're allocated to a practice supervisor, practice assessor and academic assessor.

Programme handbooks and the PAD provide programme information for students, practice supervisors and practice assessors. Students tell us that they're aware of the process for raising concerns in practice and at UU. There are links in student facing documents with guidance about raising any concerns. Documentary analysis confirms that educational audits are in place and there are appropriate systems and processes in place to support safe practice learning.

Students tell us that practice supervisors or practice assessors obtain feedback from PUSCs in practice. PUSCs tell us about their experience of giving feedback to students in practice learning environments.

External examiner arrangements are in place and there's evidence of external examiner reporting that include feedback on the quality of theory and practice learning.

Students are allocated to study advisors and link lecturers at the start of the programme who provide support and development advice that supports achievement of their educational and professional learning goals. The student voice is captured through staff-student committees, module and programme evaluations and practice evaluations. Students tell us their feedback is considered across the programme.

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

MET ☒   **NOT MET** ☐

R4.2 is met. NIPEC have agreed principles for the preparation of practice supervisors and practice assessors. There's additional preparation to prepare them to support the SPQ programme with integrated V300. The content of the preparation is clearly detailed in the NIPEC model. Practice supervisors and practice assessors are prepared for their roles by practice education teams and UU. There's the option of an initial e-learning module followed by face-to-face workshops or a full e-learning programme. UU provide SPQ and V300 programme specific preparation UU offer annual face-to-face programme specific updates.

Documentary analysis confirms that academic assessor preparation is provided by the school with support from the academic lead for practice learning, the programme director and experienced academic assessors. A buddy colleague approach provides shadowing opportunities with an academic assessor and supports a preceptorship period. Updates and ongoing support is provided by the academic lead for practice. The UU staff information hub supports the academic assessor role

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

MET ☒   **NOT MET** ☐

R4.3 is met. Documentary analysis and the visit confirm that practice and academic assessments comply with the SSSA. Documentary analysis confirm that the SPCNSPQ and the RPS competencies are mapped to programme learning outcomes and are assessed in the PAD. Placement agreements between UU and PLPs confirm that the SSSA are implemented and that resources are in place to support students across the community SPQ routes with integrated V300 and the non-community routes with integrated V300. Practice assessors and academic assessors confirm their roles in the final assessment and confirmation of the achievement of the SPCNSPQ. They confirm that is recorded in the PAD.

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

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- Processes are in place to ensure practice supervisors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals (R4.4.1) or

  YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to ensure practice supervisors can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students (R4.4.2)

  YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to ensure practice and academic assessors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ (R4.5.1) or

  YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to ensure practice and academic assessors can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ (R4.5.2)

  YES ☒   **NO** ☐   **N/A** ☐

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

- Processes are in place to ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking (R4.6)

  MET ☒   **NOT MET** ☐

R4.6 is met. Documentary analysis confirms that SPQ and V300 practice assessor allocation is agreed as part of the recruitment and selection process. PLPs tell us that students are assigned to practice assessors who are experienced registered community SPQ nurses working in the same field of nursing practice as students. There's evidence of an appropriate process that provides assurance that if a SPQ practice assessor isn't available students can with the agreement of the programme lead and PLPs be assigned to a registered nurse who can evidence relevant and extensive experience in the context of a student's intended field of SPQ practice. An alternative V300 practice assessor who can provide learning opportunities in the context of SPQ prescribing practice is assigned where an SPQ practice assessor isn't a V300 prescriber. Communication between both practice

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assessors is recorded in the PAD. PLPs confirm that there's an adequate number of appropriately experienced practice assessors as identified in the practice agreement to support the intended number of students.

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

MET ☒   **NOT MET** ☐

R4.6.1 is met. Documentary analysis and the visit confirm that only in exceptional circumstances will the same person fulfil the role of practice supervisor and practice assessor. Practice education facilitators, the nominated person in practice and UU record the reason for this in practice learning environment audits. The programme team and PLPs tell us that this should be a temporary measure and that monitoring arrangements are in place and are regularly reviewed.

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

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

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

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☐   **NO** ☐   **N/A** ☒

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

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

  YES ☒   **NO** ☐

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

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

  N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse practice (R4.9.2)

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☐   **NO** ☐   **N/A** ☒

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

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met	**YES** ☒ **NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to supervision and assessment are met	**YES** ☒ **NO** ☐

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

Date: 19 January 2024	

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

Standard 5: Qualification to be awarded

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

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

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

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

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

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

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

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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 Documentary analysis 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 ☒　　**NO** ☐　　**N/A** ☐

Fall Back Award
If there is a fall back exit award with an SPQ annotation all NMC standards and proficiencies are met within the award **YES** ☐ **NO** ☐ **N/A** ☒ There's no fall back exit award with a SPQ annotation.
Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to the qualification to be awarded are met **YES** ☒ **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 19 January 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		

Section four

Sources of evidence

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

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

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Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: There's no SPQ apprenticeship route proposed.		
List additional documentation: Post visit documentation: Email to confirm the university condition is met, 1 March 2024 SPQ, university approval page, signed confirmation by chair of the conjoint panel, 27 February 2024		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: September 2023, PgDip, SPQ DN, x two September 2023, PgDip, SPQ CCN, x one September 2022, PgDip, SPQ GPN, x one September 2021, PgDip, SPQ adult, x one		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation: There's no SPQ apprenticeship route proposed.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/Documentary analysis	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☐	☒
If yes, system regulator reports list:		
If you stated no above, please provide the reason and mitigation: UU is an established AEI and visits to facilities aren't needed. There are no system regulator reports provided.		
Additional comments: None identified.		

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Issue record			
Final Report			
Author(s):	Heather Bain Carol Rowe	Date:	30 January 2024
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