

Programme approval report

Section one

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

	<p>Community nurse specialist practice (NMC 2022) apprenticeship:</p> <p>Community children's nursing apprenticeship <input type="checkbox"/></p> <p>Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Community learning disabilities nursing apprenticeship <input type="checkbox"/></p> <p>Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Community mental health nursing apprenticeship <input type="checkbox"/></p> <p>Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>District nursing apprenticeship <input type="checkbox"/></p> <p>District nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>General practice nursing apprenticeship <input type="checkbox"/></p> <p>General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Health and social care nursing apprenticeship <input type="checkbox"/></p> <p>Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p>
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<p>Title of programme(s):</p>	<p>Postgraduate Diploma Community Nursing Specialist Practice Qualification District Nursing</p> <p>Postgraduate Diploma Community Nursing Specialist Practice Qualification General Practice Nursing</p>
<p>Academic levels:</p>	
<p>SPQ Community children's nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community learning disabilities nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community mental health nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>

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

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

SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Health and social care nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
Date of approval visit:	17 May 2024
Programme start date:	
SPQ Community children's nursing	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community learning disabilities nursing	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community mental health nursing	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	
SPQ District nursing	
SPQ District nursing with integrated independent and supplementary prescribing (V300)	9 September 2024
SPQ General practice nursing	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	9 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: Georgina Ritchie Lay Visitor: Clementina Aina

Section two

Summary of review and findings

The University of Wolverhampton (UOW) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The UOW is an established provider of the post-registration community nursing specialist practice qualification (SPQ) district nursing (DN) programme, the post registration community nursing SPQ general practice nursing (GPN) programme and the independent and supplementary (V300) nurse prescribing programme. The school of nursing (the school) is seeking approval of a community nursing SPQ programme with fields in GPN and DN. The programme is proposed as full-time only for the DN field and full-time and part-time for the GPN field. The full-time route is delivered across 52 weeks with 104 weeks for the part-time route. All routes offer a balance of 50 percent theory and 50 percent practice-based learning. All routes have the integrated V300 nurse prescribing programme as a compulsory component.

The programme is presented for approval against the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023), the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023) and the Standards of proficiency for community nursing SPQs (SPCNSPQ) (NMC, 2022). The independent and supplementary (V300) nurse prescribing programme is in approval since 24 January 2020.

The proposed programme is a postgraduate diploma (PgDip) and is delivered at the AEI's Wolverhampton city campus.

The UOW present the core SPQ practice assessment document (PAD) that's developed nationally by the association of DN and community nurse educators (ADNE). The programme team tell us that the UOW PAD is contextualised to the proposed UOW programme. The UOW specific PAD isn't submitted and a condition is applied.

Programme documentation evidences recruitment processes that ensure entry to the programme is open to current NMC registered nurses (level one) who demonstrate the capability to study at level seven and who are at least one-year post-registration, so they meet the entry criteria for the V300. The programme is open to all applicants, either NHS or non-NHS, allowing opportunities for self-funding and self-employed applicants.

Documentation states that the UOW's recruitment strategy encourages and welcomes a greater diversity of applicants. Documentary analysis indicates that at AEI level there's a robust approach to equality, diversity and inclusion (EDI). EDI training is mandatory for all UOW employees, including the members of the service users and carers contributing to educating students for services

(SUCCESS) group. The SPQ programme is mapped through the AEl's inclusivity framework. At school level EDI data is examined through progression boards to identify any differential attainment of students. At programme level a template for continuous module reflection is used after each module where attainment within the context of EDI is reflected upon. The programme team tells us that at the point of application whenever possible students with additional learning needs or disabilities are identified and referred for academic support. Tutor awareness sheets are used to identify how students with additional learning needs or disabilities are supported to ensure individual learning plans and referrals are made.

The UOW work collaboratively with their PLPs to maintain a safe and effective learning environment for students. Documentary evidence in the 'practice learning: ensuring quality' document demonstrates clear organisation and governance of practice learning. A partnership board meets quarterly to review practice learning across PLPs, this board includes processes to support partnership working to consider any adverse system regulator reports. The school and regional National Health Service England workforce, training and education (NHSE WTE) representatives who hold responsibility for education across the region also attend this board. If there are concerns about the safe provision of practice placements in any PLP area, the area is closed as a placement provider and the NMC informed accordingly via exceptional reporting. No placement area is reopened without discussion with senior managers in the placement provider organisation. Following this, a re-audit is undertaken and a package of additional support is given to the PLP area.

The approval visit is undertaken by remote means.

The SFNME isn't met at programme level as a condition applies.

The SSSA are met at programme level.

The programme is recommended for approval subject to one NMC condition.

Updated 20 June 2024:

The UOW submit evidence to meet the condition.

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 <input type="checkbox"/>
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	<p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>Condition one: The programme team must provide the final PAD that's been adapted from the core ADNE SPQ PAD. (SFNME R2.1; SPRP R4.8)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>None identified.</p>
Date condition(s) to be met:	14 June 2024
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met
<p>Commentary post review of evidence against conditions:</p> <p>Documentary evidence confirms that the core ADNE SPQ PAD is recommended for approval by the NMC. Condition one is met.</p>

AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	17 June 2024

Section three

NMC Programme standards
<p>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) QA Handbook (NMC, 2022)</p>

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section:
Standards framework for nursing and midwifery education (NMC 2018, updated 2023)
Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

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

R2.4 comply with NMC [Standards for student supervision and assessment](#)

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

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

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including people who use services contribute to student assessment

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

Standard 1: Organisation of practice learning:

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including users of service, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and the approval visit confirm that the programme team work collaboratively with PLPs, people who use services and carers (PUSCs), students and other stakeholders from the school such as the non-medical prescribing programme team.

Documentary evidence tells us there's co-production and collaborative working through stakeholder events as part of the curriculum design stage. Students and PLPs tell us they're part of the new programme design. The SUCCESS group handbook demonstrates a robust programme to prepare and support SUCCESS members who input into the programme. Discussion with the programme team and SUCCESS representatives tells us this is effective; they enjoy this role and feel well supported by the programme team.

The practice learning handbook sets out clearly the roles and responsibilities of the practice supervisor, practice assessor and academic assessor. There's a clear plan for supervision and assessment across the SPQ and V300 aspects of the programme to ensure regular communication and recognition of any issues if they arise. There's evidence of a framework for regular meetings to provide updates and feedback about the programme which includes PLPs and the programme team. These meetings offer the opportunity to share updates and to discuss programme strengths, challenges and necessary actions to support student learning.

Documentary evidence and the approval visit confirm the preparation of practice supervisors and practice assessors is the responsibility of PLPs with specific training and development opportunities provided by the UOW. Academic assessor training is the UOW's responsibility and there's a clear commitment from the leadership team at AEI level to resource the programme and develop academic assessors, so they're prepared for the role.

PLPs confirm that prior to the student commencing the programme, practice supervisors and practice assessors receive training which focuses on the demands of the specific field requirements, exploring opportunities and challenges specific to GPN or DN practice.

V300 and SPQ practice learning hours are separately logged with oversight of both from the programme lead.

Documentary evidence and the approval visit confirm that curriculum planning and delivery of teaching offers students opportunities for interprofessional learning (IPL). An AEI level policy to support IPL is submitted as documentary evidence. IPL on the programme includes co-teaching with the specialist community public health nursing (SCPHN) programme. Students are given the opportunity to do five

alternative practice days with other health professionals as part of practice learning time to learn more about multidisciplinary team working within the context of community practice. The visit confirms that the teaching team is multi-professional with SCPHN, V300 and SPQ lecturers teaching across the programme.

Documentary evidence confirms the external examiner's (EEs) role is in place. The EE assures standards and reviews the proposed curriculum documents.

Documentary evidence and the approval visit confirm that the curriculum is co-produced and designed with input from GPN and DN stakeholders, such as senior leaders from local NHS providers to ensure the programme meets their workforce needs, and practice assessors and practice supervisors to ensure their operational experience of this area of practice is considered when designing the programme. At the visit senior PLP representatives tell us of excellent communication and collaboration with the UOW and engaging stakeholder events to develop a programme that meets the needs of their services.

The programme team tell us and SUCCESS members confirm that their feedback is used to develop curriculum content and to enhance teaching practice. SUCCESS members tell us that they're regularly in the classroom, working with students to share their experiences of healthcare. Students at the visit confirm this and tell us this is a valuable aspect of the programme. SUCCESS members tell us that they're well supported by the programme team. They tell us it's important that their views of what's needed to deliver community nursing are reflected in the programme and this is always the case at the UOW. They tell us how they feel welcomed in class by the students and the programme team. They tell us they know how to escalate any issues or problems if needed, but that this has never happened before. They tell us that they feel valued and listened to and that their feedback is welcomed. Documentary evidence confirms and SUCCESS members tell us about their involvement in the recruitment and selection process. The programme team tell us there's a variety of training including EDI available to SUCCESS members. There's a clear plan in place that evidences a consistent approach to the preparation, recording and monitoring of SUCCESS members involvement across the programme.

Documentary evidence and the approval visit confirm students have regular opportunities to give feedback on all aspects of the programme including theory and practice learning. Students tell us there's a clear process of escalation if they've a problem in practice or theoretical learning and confirm to us that they'd feel comfortable to use the process if needed. Student representatives provide feedback on curriculum at programme review committees, but they also tell us if an issue arises in between that they feel encouraged and welcomed to voice concerns about theoretical and practice-based learning. They tell us that the programme team are responsive and supportive to feedback and that this is informally sought frequently.

Documentary evidence shows partnership working with an integrated decision-making process between the UOW and PLPs prior to recruitment. This ensures that there's a robust and appropriate learning environment for students and the necessary support is in place. Applicants may be sponsored by their employer or have individual funding plans in place. Recruitment is joint between PLPs and the programme team to ensure suitability of applicants for the programme. Self-funding students need to have an agreement in place with an appropriate practice learning environment to receive the required supervision and support. The programme team visit new practice learning environments and undertake a practice placement audit. The new placement organisation, once approved, is required to undertake a risk assessment and an indemnity insurance agreement is checked.

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

Please indicate whether the V300 is to be approved at this event against the [Standards for prescribing programmes](#) and [Standards of proficiency for nurse](#)

and midwife prescriber (adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2021)

YES NO

OR

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

24 January 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) and/or a registered midwife before being considered as eligible to apply for entry.

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

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

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

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

N/A

A SCPHN programme isn't proposed.

- Evidence of processes to ensure that the applicant is a NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC

approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry (R1.1.2)

YES NO N/A

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

YES NO

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

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

MET NOT MET

R1.5 is met. Documentation and discussion at the approval visit show that governance between PLPs and the programme team is robust. The evidence shows that environment audits are in place to ensure the quality of the practice learning environment.

The programme team, PLPs and students tell us that students on placement are always supernumerary, thereby ensuring that protected learning time is in place. Documentary evidence analysis shows that this is specified in the practice learning agreements.

Students tell us they've the necessary support in theory and practice throughout the programme. PLPs tell us there are adequate practice supervisors and practice

assessors in place to support proposed student numbers, including those with a V300 qualification.

Following student recruitment to the programme PLPs identify practice supervisors and practice assessors in accordance with the SSSA. All practice assessors have a SPQ DN or SPQ GPN qualification and relevant experience to support practice learning.

Documentary evidence and the approval visit confirm that robust procedures and processes are in place that ensure applicants have the required level of academic capability to access the programme.

Applicants are required to hold registration as a registered nurse (level one) with the NMC and they're able to apply for recognition of prior learning if they've an existing V300 qualification.

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

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

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

YES NO N/A

Proposed transfer of current students to the programme under review

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

Documentary evidence confirms that students on the existing SPQ programme won't be transferred onto the proposed programme. The programme team confirm at the visit that all current students will complete the existing programme prior to commencement of the proposed programme.

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

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

Documentary evidence assures us that the SSSA is established at the UOW for all students. Students at the visit are currently supported and assessed in line with the SSSA. There's no requirement for any transfer of students to the SSSA.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 17 May 2024

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

Standard 2: Curriculum

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

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

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

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

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

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

R2.4 state routes within the programme for:

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

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

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

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

R2.5 ensure programme learning outcomes reflect the:

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

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

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

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

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

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

R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing,

community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care
R2.7 set out the content necessary to meet the programme outcomes for each intended field of:

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

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

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

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

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

R2.11 ensure programmes are:

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

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

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

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

Findings against the standard and requirements

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

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

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO

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

YES NO N/A

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

A health and social care route isn't proposed.

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

MET NOT MET

R2.6.3 is met. Programme standards are clearly mapped across the programme to every module, this is evidenced in the programme specification template and module descriptors. The programme structure prepares students for their future role with a combination of modules which are relevant to SPQ practice. The areas covered within the curriculum examine leading and managing public health in specialist practice, developing history taking and physical assessment skills for the adult patient, contemporary issues in specialist community nursing practice and evidence-based practice for specialist practitioners.

For the V300, the skills and experience of applicants are examined at application. This is evidenced in the programme documentation and pre-screening checklist. PLPs confirm appropriately qualified practice supervisors and practice assessors with V300 experience are in place. The programme team tell us how students are enabled to apply prescribing learning within the context of their SPQ fields through an SPQ specific prescribing cohort taught by academic assessors with the SPQ qualification.

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 evidence analysis confirms that the learning outcomes of the programme are mapped to each module to ensure they reflect the SPCNSPQ. The programme team and students tell us that students are supported to apply content to their individual field of GPN or DN practice throughout their learning in both theory and practice. This is done in a variety of ways. Modules are led by academic assessors and delivered by programme teams with relevant experience, skills and knowledge. The approach to curriculum includes a variety of teaching and learning approaches including case studies, lead lectures and small group seminar work where students are encouraged to apply the theory taught to the context of the SPQ field of practice they work within.

- 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. Discussions at the approval visit confirm the curriculum provides a balance of theory and practice learning opportunities with 50 percent theory and 50 percent practice across both the GPN and DN routes.

Documentary evidence and discussions with the programme team and PLPs confirm the curriculum is cohesive, balanced and well structured. They tell us the balance of theory and practice placements prepares students well for their future roles as DNs and GPNs. Students tell us that the teaching and learning strategies employed within the programme and the variety of assessment methods enable them to learn effectively about SPQ practice. Students tell us the programme is effective and enjoyable and that it prepares them well for their future roles.

- 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. At the approval visit, the programme team tell us technology-enhanced and simulated learning is delivered within the programme at several points. Within the curriculum there are opportunities to work with peers to consider case studies, for example bio-psychosocial elements of patient and care experiences and new models of care with frailty pathways and complex needs. Documentary evidence analysis demonstrates how simulated learning is applied to several aspects of the programme. On the physical assessment module there's use of simulation to develop advanced skills in the assessment of the body systems, incorporating the use of electronic manikins to gain and further develop students existing clinical skills. The AEI's SUCCESS group input into the clinical skills module to ensure PUSCs are involved in simulated learning through objective structured clinical examinations. The AEI uses CANVAS, which is a virtual learning environment, to support self-directed and independent learning. Students tell us that CANVAS is a good resource to support learning and further reading. Students say that the inclusion of SUCCESS members into the skills module is advantageous as it brings real patient experience into the classroom.

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 offered in Wales.

<ul style="list-style-type: none"> 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) 	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<ul style="list-style-type: none"> 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) 	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula are met</p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to curricula are met</p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p>	
<p>Is the standard met?</p>	<p>MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>
<p>Date: 17 May 2024</p>	
<p>Post event review</p>	
<p>Identify how the condition is met:</p>	
<p>N/A</p>	
<p>Date condition(s) met:</p>	
<p>N/A</p>	
<p>Revised outcome after condition(s) met:</p>	<p>MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p>
<p>N/A</p>	

<p>Standard 3: Practice learning</p>
<p>Approved education institutions must:</p> <p>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</p>
<p>Approved education institutions, together with practice learning partners, must:</p>

- R3.2 ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC *Standards for student supervision and assessment*
- R3.3 provide practice learning opportunities that allow students to develop, progress and meet all the standards of proficiency for their:
- R3.3.1 intended field of SCPHN practice: health visitor, school nurse and occupational health nurse or,
- R3.3.2 SCPHN public health nurse
- R3.3.3 intended community nursing SPQ: these may be within the fields of community children’s nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or,
- R3.3.4 in other specified field(s) of community nursing in health and social care nursing
- R3.4 ensure that practice learning complies with the NMC *Standards for student supervision and assessment*
- R3.5 take account of students’ individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities, and
- R3.6 ensure learning experiences are tailored to the student’s stage of learning, proficiencies and programme outcomes culminating in a period of practice learning. This is dependent on the individual learning needs of the student to demonstrate overall proficiency and achieve the programme learning outcomes for their:
- R3.6.1 intended field of SCPHN practice, SCPHN PHN practice or
- R3.6.2 their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice.

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

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

Findings against the standard and requirements

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

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

MET

NOT MET

R3.1 is met. The school ensures that suitable and effective arrangements and governance for practice learning are in place for all applicants including arrangements specifically tailored to those applicants who are self-employed and/or self-funded.

Practice learning agreements are signed by senior PLPs who tell us they're committed to resourcing the programme and ensuring high quality learning environments for the students. Practice assessors and practice supervisors use the practice learning handbooks to guide quality in practice learning. Academic assessors, practice assessors and practice supervisors meet regularly and these meetings are recorded in the students PAD.

When applications are received from students who are self-employed/funded, the programme team initiate a specific pathway for self-employed/funded applicants. Documentary evidence tells us that this pathway triggers completion of a signed declaration of good health and good character which is confirmed by a senior professional colleague. Self-employed/funded students are required to provide details of their indemnity insurance arrangements. All new self-employed/funded PLPs are audited using the school's PLP audit framework. The programme team tell us that a referral to existing PLPs can be made by the programme team to support practice-based learning when self-employed/funded applicants need support to identify a placement area. Senior PLP representatives confirm that this is possible when capacity exists and this can be supported by placement learning facilitators.

- 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. A clear process of communication between the academic assessors, practice assessors and practice supervisors is documented in the programme handbook and PLPs tell us this works well. Programme handbooks and practice learning handbooks detail responsibilities of PLPs, including the role of the practice assessor, practice supervisor and academic assessor. The school offers regular formal updates to educate new people to these roles and updates for those undertaking the role already. PLPs tell us that less formal interactions and updates happen frequently and that they can contact the programme team or programme leader easily if issues arise with supervision and assessment. Evidence of the formal updates are provided.

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. Discussion at the approval visit with students and PLPs confirms that the UOW provides a good range of opportunities to learn which clearly enable the students to meet the SPCNSPQ. Documentary evidence and discussion with the programme team assure us that student progress is regularly reviewed at the planned tripartite meetings and that if issues with progression are identified, immediate steps are taken to support practice learning. A coordinated approach to learning, teaching and practice placements is found in the documentary evidence and confirmed through discussions at the visit. There are good lines of communication between the programme team, PLPs and students to ensure the intended outcomes of the programme are met. The students tell us that they're always able to work with practice assessors and practice supervisors who've relevant experience.

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

MET NOT MET N/A

A health and social care route isn't proposed.

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

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

YES NO

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

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

MET **NOT MET**

R3.5 is met. Documentary evidence and discussion with the programme team confirms that students are screened for disabilities at the point of application. Students are asked to declare this on the application form. When this happens, a referral is made for an individual learning plan to be developed in partnership with student support services, the academic assessor and PLP. For students where this isn't identified at application and is discovered while on the programme a referral for learning support is made at that time. The programme team and PLPs tell us when this happens, they work together to make reasonable adjustments, holding regular tripartite meetings to review the plan and adapt as needed. At the approval visit students explain to us that there are excellent services in place at the UOW to support them with the personal health and well-being, such as counselling, library and study skills services. Documentary evidence includes tutor awareness sheets which are used to identify how students with additional learning needs or disabilities are supported to ensure individual learning plans and referrals are made.

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. Documentary evidence confirms that students are required to discuss their learning needs with their practice supervisors, practice assessor and academic assessor. This is documented within their PAD and includes an outline of their stage of learning both initially on entering the programme and at regular intervals throughout the programme. Students tell us that they negotiate with practice supervisors and their practice assessor specific areas that they need to develop knowledge on within the practice setting.

The programme team confirm that this occurs. Practice supervisors and practice assessors assure us that the tripartite meetings are used to assess students' specific issues or address unmet learning needs. These meetings are undertaken face to face in the practice area.

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: 17 May 2024

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

Standard 4: Supervision and assessment

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

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

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

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

R4.4 ensure practice supervisors:

- R4.4.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals or
- R4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students
- R4.5 ensure practice and academic assessors:
- R4.5.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ or
- R4.5.2 can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ
- R4.6 ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking
- R4.6.1 in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN/community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person
- R4.7 provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:
- R4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.7.2 SCPHN public health nurse,
- R4.7.3 their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or
- R4.7.4 other specified field(s) of community nursing SPQ in health and social care
- R4.8 ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met
- R4.9 assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:
- R4.9.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.9.2 SCPHN public health nurse practice,
- R4.9.3 their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, and/or
- R4.9.4 other specified field(s) of community nursing SPQ in health and social care practice.

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

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. There's documentary evidence to show how practice assessors and practice supervisors are prepared for their role. This is confirmed through discussion with PLPs and the programme team at the approval visit. There's regular scheduled SSSA training and informal support from the programme team. At the visit PLPs and the programme team tell us that they work together in situations where fitness to practise or other adverse events occur to ensure governance processes are undertaken to support the student and protect the public.

Senior PLP staff tell us they support staff to fulfil their practice supervision and/or assessment role and regularly release them for training updates and to engage in continuing professional development. They tell us that attending updates and meetings at the UOW strengthens the relationship with the AEI across theory and practice learning. They tell us that there shouldn't be situations where the practice assessor is separate for SPQ and V300 as they've a large number of V300 practice assessors for the GPN route. There's less for the DN route but they tell us there's enough to support the proposed student numbers. The programme team tell us that if the situation arises where the practice assessor is separate for SPQ and V300 then a regular schedule of tripartite meetings including both practice assessors would be put in place.

Senior leaders at the UOW confirm their commitment to resourcing the programme and their commitment for appropriate training and support for staff who fulfil the academic assessor role. Curriculum vitae review of the programme team demonstrates their experience in their field of practice with additional education qualifications, academic assessor preparation and evidence of continuing professional development. There are approximately 10 members of the core programme team who hold GPN or DN SPQ qualifications. Other academic

assessors from the V300 programme team also teach across the SPQ programme. A specific SPQ cohort for the V300 is proposed. Discussion at the visit confirms that practice assessors are also regularly invited to teach in the classroom bringing recent authentic clinical experiences to enhance learning.

Documentation and the approval visit confirm there are processes in place to supervise students according to their individual needs, proficiency and confidence supporting any diverse learning needs. Students confirm they're well supported to learn and develop in both theory and practice. They tell us they know how to escalate concerns and ask for help and support if they need it.

- 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. The implementation of the SSSA is well established at the UOW. The programme practice learning handbook sets out responsibilities for practice assessment, including clear expectations for practice assessors and practice supervisors to be appropriately qualified in the relevant field or with suitable equivalent experience to be able to support and assess students. This is reviewed with educational audits and re-audit to ensure quality of placement learning and adequate provision of supervision and assessment in practice. There's a regular programme of meetings at a senior level with senior PLPs, representatives from NHSE WTE and senior school members which offers strategic review of practice learning. At programme level the school offers regular training and updates for those fulfilling the role of practice assessor and/or practice supervisor.

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

MET **NOT MET**

R4.3 is met. Documentary evidence shows a clear plan of training and ongoing updates for practice assessors and practice supervisors which are facilitated by the UOW. Placement visits are undertaken by the academic assessor to ensure appropriate supervision plans are in place for the students. Academic assessors are from the SPQ team which consists of a range of SPQ professionals. Documentary evidence shows there's a regular plan of tripartite meetings to ensure progression for each student. At the visit practice assessors tell us that if a problem is identified between planned tripartite meetings then they feel encouraged to contact the programme team or academic assessor immediately so

that plans can be put into place to support progression and completion of the programme.

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

- Processes are in place to ensure practice supervisors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals (R4.4.1) or
YES NO N/A
- Processes are in place to ensure practice supervisors can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students (R4.4.2)
YES NO N/A
- Processes are in place to ensure practice and academic assessors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ (R4.5.1) or
YES NO N/A
- Processes are in place to ensure practice and academic assessors can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ (R4.5.2)
YES NO N/A

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

- Processes are in place to ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking (R4.6)
MET NOT MET

R4.6 is met. Documentary evidence shows there's a clear process to ensure students are assigned appropriately to a practice assessor and practice supervisor with relevant skills. This is done in partnership with PLPs and the programme team accounting for geographical locations of the clinical areas and students. Students tell us at the visit that they always work with suitably experienced practice assessors and practice supervisors and that there's the opportunity to visit other clinical areas to broaden their experiences while on the programme. Senior PLP leads tell us they've enough practice assessors and practice supervisors with the relevant SPQ and V300 qualification. PLPs tell us that placement allocation is overseen within the PLP environment by placement leads and practice placement

facilitators. PLPs tell us there's continuous discussion about appropriate allocation of students to practice assessors with the programme team and this is formalised in regular practice assessor, practice supervisor and academic assessor forums.

- 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. Documentation states that there's an exceptional circumstances process in place where the same person may fulfil the role of the practice assessor and practice supervisor. This will be assessed on an individual basis and a clear rationale will be provided and documented. At the approval visit the programme team tell us that if this happens steps would be taken across PLPs to support the practice learning environment with areas having sufficient practice assessors and practice supervisors being asked to support those areas where there's less.

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**

An 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

R4.8 is not met. The programme team tell us that they'll use their own PAD, which is based on, but is different to, the ADNE SPQ PAD. They tell us the UOW PAD is contextualised to the proposed programme and reflects both SPQ routes. The UOW specific PAD isn't submitted and a condition is applied. (Condition one)

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

An 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

The UOW haven't submitted the final PAD and haven't therefore complied with all relevant regulatory and professional requirements. (Condition one)

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

A draft PAD is submitted. The programme team tell us the programme uses an adapted version of the core ADNE SPQ PAD, contextualised for the programme at the UoW. The UOW specific PAD isn't submitted.

Condition one: The programme team must provide the final PAD that's been adapted from the core ADNE SPQ PAD. (SFNME R2.1; SPRP R4.8)

Date: 17 May 2024

Post event review

Identify how the condition(s) is met:

Documentary evidence submitted assures that the PAD appropriately structures, assesses and documents practice based learning to the required standard for the SPQ programme.

Condition one is met.

Evidence:

ADNE UOW SPQ PAD final, undated

UOW ADNE PAD amendment details, undated

Date condition(s) met: 17 June 2024

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

Standard 5: Qualification to be awarded

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

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

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

R5.3 inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they

fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration

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

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

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

Findings against the standards and requirements

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

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

A SCPHN programme isn't proposed.

- Processes are in place to inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration (R5.3)
YES NO N/A
- Processes are in place to inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing

qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber (R5.4), and

YES NO N/A

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

YES 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

A fall-back exit award with SPQ annotation isn't proposed.

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 17 May 2024

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

Section four

Sources of evidence

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't proposed. The final PAD isn't submitted. This is subject to a condition.		
List additional documentation: Post visit documentation to meet condition: ADNE UOW SPQ PAD final, undated UOW ADNE PAD amendment details, undated		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students SPQ DN year one x three SPQ GPN year two x one SPQ GPN alumni x one	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study:		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't proposed.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings: This approval is undertaken remotely.		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, system regulator reports list:</p> <p>Care quality commission (CQC) inspection report, Birmingham Women's and Children's NHS Foundation Trust, 3 March 2023</p> <p>CQC inspection report, Black Country Healthcare NHS Foundation Trust, 12 May 2022</p> <p>CQC inspection report, Kettering General Hospital NHS Foundation Trust, Kettering General Hospital, 7 March 2024</p> <p>CQC inspection report, Sherwood Forest Hospitals NHS Foundation Trust, King's Mill Hospital, 23 February 2023</p> <p>CQC inspection report, United Lincolnshire Hospitals NHS Trust, Lincoln County Hospital, 3 August 2023</p> <p>CQC inspection report, University Hospitals of Derby and Burton NHS Foundation Trust, Queens Hospital, 29 November 2023</p> <p>CQC inspection report, University Hospitals of Derby and Burton NHS Foundation Trust, Royal Derby Hospital, 29 November 2023</p> <p>CQC inspection report, The Dudley Group NHS Foundation Trust, Russells Hall Hospital, 22 November 2023</p> <p>CQC inspection report, Walsall Healthcare NHS Trust, 25 January 2023</p> <p>CQC inspection report, Walsall Healthcare NHS Trust, Manor Hospital, 15 September 2023</p> <p>CQC inspection report, Worcestershire Acute Hospitals NHS Trust, 6 April 2023</p> <p>CQC inspection report, Worcestershire Acute Hospitals NHS Trust, Worcestershire Royal Hospital, 29 November 2023</p>		
If you stated no above, please provide the reason and mitigation: The UoW is an established AEI and visits to facilities isn't required.		
Additional comments: None identified.		

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