

Programme Major Modification report

Section one

<p>Programme provider name:</p>	<p>Canterbury Christ Church University</p>
<p>In partnership with: <i>(Associated practice learning partners and /or employer partners involved in the delivery of the programme)</i></p>	<p>Kent Community Health NHS Foundation Trust Medway NHS Foundation Trust Private, voluntary and independent health care providers</p>
<p>Programme reviewed: <i>This is the NMC programme title(s)</i></p>	<p>Specialist community public health nursing: Health visiting <input checked="" type="checkbox"/> School nursing <input checked="" type="checkbox"/> Occupational health nursing <input type="checkbox"/> Family health nursing <input type="checkbox"/> Generic <input type="checkbox"/> Apprenticeship route <input type="checkbox"/> Health visiting apprenticeship <input type="checkbox"/> School nursing apprenticeship <input type="checkbox"/> Occupational health nursing apprenticeship <input type="checkbox"/></p>
<p>Current AEI programme title(s): <i>Please include the title of the programme(s) affected by this modification or add N/A if the modification doesn't apply to a current</i></p>	<p>BSc (Hons) Specialist Community Public Health Nursing, (Health Visiting) PgDip Specialist Community Public Health Nursing, (Health Visiting)</p>

<p><i>AEI programme/route (for example new routes are being added that have a different title to those already approved)</i></p>	<p>BSc (Hons) Specialist Community Public Health Nursing, (School Nursing)</p> <p>PgDip Specialist Community Public Health Nursing, (School Nursing)</p>
<p>Modified AEI programme title(s) if applicable:</p> <p><i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i></p>	<p>N/A</p>
<p>Additional AEI programme title(s) if applicable:</p> <p><i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i></p>	<p>N/A</p>
<p>Academic level of current programme:</p>	
<p>SCPHN Health visiting</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>SCPHN School nursing</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>

<p>SCPHN Occupational health nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>SCPHN Family health nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>SCPHN Generic</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>SCPHN Health visiting apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>SCPHN School nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>SCPHN Occupational health nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>

Academic levels of modified/additional programme(s)/route(s):	
SCPHN Health visiting	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
SCPHN School nursing	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
SCPHN Occupational health nursing	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
SCPHN Family health nursing	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
SCPHN Generic	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p>

	<input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A								
SCPHN Health visiting apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11 <input type="checkbox"/> N/A								
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Programme start dates: SCPHN Health visiting SCPHN School nursing SCPHN Occupational health nursing SCPHN Family health nursing SCPHN Generic SCPHN Health visiting apprenticeship SCPHN School nursing apprenticeship	<table border="1"> <tr><td>20 September 2021</td></tr> <tr><td>20 September 2021</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	20 September 2021	20 September 2021						
20 September 2021									
20 September 2021									

SCPHN Occupational health nursing apprenticeship	
Date of modification:	19 May 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Theresa Titchener

Section two

Summary of review and findings

Canterbury Christ Church University (CCCU), school of allied and public health professions (the school) has an established record of delivering specialist community public health nursing (SCPHN) programmes. CCCU present the PgDip SCPHN health visiting (HV) and school nursing (SN) programme for approval full-time and part-time routes.

Programme development has been informed by the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018). The Standards for student supervision and assessment (SSSA) (NMC, 2018) are adopted. The programme is mapped against the Standards of proficiency for specialist community public health nurses (NMC, 2004). The programme is delivered on a full-time and part-time basis at academic level seven. The V100 community practitioner nurse prescribing module is not offered on the programme. The curriculum is developed and reflects the national curriculum facilitated by the public health knowledge and skills framework (Public Health England (PHE), 2016).

The proposed programme documentation and approval process confirm there's evidence of robust and collaborative partnership working between the university and practice learning partners (PLPs). There's robust support from PLPs for the programme team. The university works collaboratively with PLPs to address any concerns raised by students, practice supervisors and practice assessors. Action plans are in place to address areas of concern. The approval visit is undertaken remotely due to the COVID-19 pandemic.

The SFNME is not met at programme level.

The SSSA are met at programme level.

The programme modification is recommended for approval subject to one NMC condition and four university conditions. There's one NMC recommendation, one university recommendation and one joint NMC and university recommendation.

Updated 5 July 2021:

Evidence is provided to meet the one NMC condition. The approved education institution (AEI) confirms the four university conditions have been met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

Conditions:

Effective partnership working: collaboration, culture, communication and resources:

Condition one: Provide written placement agreements between the education institution and associated PLPs to support the programme intentions. (SFNME R2.1, R2.5, R2.14)

Selection, admission and progression:

None identified.

Practice learning:

None identified.

Assessment, fitness for practice and award:

None identified.

Education governance: management and quality assurance:

Condition two: Clarify the role of the progression points as they relate to the practice module and define the extent to which they relate to academic assessments as well as further defining expectations around step on and step off points. (University condition)

	<p>Condition three: Address minor issues with the documentation, in particular amending the programme aims, removing datable references in the module learning outcomes and ensuring current terminology is used in the course document in line with the detail set out in the university report. (University condition)</p> <p>Condition four: Review the course structure to ensure there is appropriate differentiation in terms of learning outcomes and modules for the two routes in line with the academic framework. (University condition)</p> <p>Condition five: To review the documentation for typographical and formatting errors. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>28 June 2021</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider the development of a practice assessor, practice supervisor, academic assessor handbook. (SSSA R1.4)</p> <p>Recommendation two: Establish ways to enhance young people service user voices within the curriculum particularly within the content for school nurses. (SFNME R1.13) (Joint NMC and university recommendation)</p> <p>Recommendation three: Include the sustainable development goals within the global health module when introducing research methods. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>Implementation of the SSSA. Service user involvement.</p>

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
Signed commitment statements confirm Kent Community Health NHS Foundation Trust (KCHFT) and Medway Community Healthcare (MHC) intention to support the resources associated with SCPHN programme.	
Condition one is met.	
The AEI confirms the four university conditions have been met.	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	The AEI has revised the list of PLPs linked with the SCPHN programme.
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:	5 July 2021

Section three

NMC Programme standards
Please refer to NMC standards reference points Standards of proficiency for specialist community public health nurses (NMC, 2004) Standards framework for nursing and midwifery education (NMC, 2018) Standards for student supervision and assessment (NMC, 2018) 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, 2020)

Partnerships

The AEI works in partnership with their practice learning partners, service users, 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)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

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

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, 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 service users 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 service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

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 service users, 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, service users, students and any other stakeholders.

Documentary evidence and the approval visit demonstrates that there's effective and committed partnership working between the programme team and PLPs. There's evidence of a commitment by PLPs to work together with CCCU to develop, deliver and continually enhance the programme. However, there's no current written evidence through appropriate practice learning agreements to support programme intentions. (Condition one)

The school has robust policies and processes for programme governance which PLPs tell us they have confidence in. There's a fitness to practise policy and PLPs tell us they know how to raise concerns. They tell us they're fully supported by the programme team.

There are established communication pathways at strategic and operational levels between PLPs and the school ensuring effective partnership working. The school and PLPs are proactive if students or practice learning issues are identified, working in partnership to resolve issues in a timely manner. Student and practice assessor facing documents clearly detail the process for identifying and raising concerns. Practice assessors, practice supervisors and students tell us they know how to raise and escalate concerns. They tell us that the process is clearly documented in the student programme handbook and practice assessment document (PAD). The PAD includes action plans to manage and address areas of concern.

Documentary evidence, PLPs and programme team confirm adoption of SSSA. Students are assigned to practice assessors, practice supervisors and academic assessors. Documentary evidence indicates and practice assessors and practice supervisors tell us they are prepared for their roles. The university delivers preparation sessions to practice assessors and practice supervisors. The development of a practice assessor, practice supervisor, academic assessor handbook could provide further support. (Recommendation one)

The school service user and carers (SUC) involvement strategy provide guidance for the development and inclusion of SUCs across programmes. SUC tell us they have been involved in the design, development of the programme and have been consulted about the ongoing delivery and co-production of the programme.

Documentary evidence and students confirm their involvement in the development of the programme. Students tell us that there are processes in place for them to feedback on theory and practice learning. They tell us that they receive support and timely feedback from the programme team, practice assessors and practice supervisors. Student feedback and reporting mechanisms include module feedback, practice placement feedback, yearly programme and end of programme evaluations. There's opportunity for student representatives to attend course meetings once a semester.

The V100 community practitioner nurse prescriber is not offered on the programme and PLPs have confirmed that they do not require it.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

MET **NOT MET**

There's no current written evidence through appropriate practice learning agreements to support programme intentions.

Condition one: Provide written placement agreements between the education institution and associated PLPs to support the programme intentions. (SFNME R2.1, R2.5, R2.14)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, 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(s) is met:		
Signed commitment statements confirm KCHFT and MCH intention to support the resources associated with SCPHN programme. Condition one is met. Evidence: KCHFT placement learning agreement, November 2020 MCH placement learning agreement, May 2021		
Date condition(s) met: 5 July 2021		
Revised outcome after condition(s) met:	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>

Community Practitioner Nurse Prescriber (V100)		
Please indicate whether the V100 is an integrated or optional element of the Specialist community public health programme. Optional <input type="checkbox"/> Integrated <input type="checkbox"/> N/A <input checked="" type="checkbox"/>		
The V100 community practitioner nurse prescriber is not offered on the programme.		
Please indicate whether the V100 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, 2018) YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>		
The V100 community practitioner nurse prescriber is not offered on the programme.		
OR		

If V100 is approved against [Standards for prescribing programmes](#) and [Standards of proficiency for nurse and midwife prescriber](#) provide the date it was approved:

Proposed transfer of current students to the programme under review

Education institutions and their practice learning partners may propose to transfer current students to the programme under review. Evidence must be provided to support this proposed transfer.

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the [Standards of proficiency for specialist community public health nurses](#) (NMC, 2004) will be met if existing students are to transfer to the proposed programme.

There are no students transferring to the proposed programme.

Transfer of current students to Standards for student supervision and assessment (NMC, 2018).

Education institutions and their practice learning partners may propose to transfer current students to the [Standards for student supervision and assessment](#) (NMC, 2018). If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

From your documentary analysis and your meetings provide an evaluative summary to confirm how the transfer to the *Standards for student supervision and assessment (SSSA)* will be met.

New students will commence the SSSA from September 2021. There are no students transferring.

Programme standards - Standards of proficiency for community specialist public health nurses

Standards of proficiency for entry to the register
Context of practice
<ul style="list-style-type: none"> The standards of proficiency apply for entry to the specialist community public health nurses' part of the NMC register. They must be achieved within the context of the practice route followed by the student. This provides comparability of proficiency at the point of entry to the register, whilst ensuring that the specific knowledge, skills and proficiencies pertaining to each field of specialist community public health nursing are achieved for safe and effective practice.
Findings against the standard and requirements
<p>Evidence provides assurance that the following is met:</p> <ul style="list-style-type: none"> The standards of proficiency apply for entry to the specialist community public health nurses' part of the NMC register. <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the standard/requirement is met or not met</p> <ul style="list-style-type: none"> The standards of proficiency are achieved within the context of the practice route followed by the student. This provides comparability of proficiency at the point of entry to the register, whilst ensuring that the specific knowledge, skills and proficiencies pertaining to each field of specialist community public health nursing are achieved for safe and effective practice. <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Programme specification confirms that applicants must be registered with the NMC on part one as a nurse or midwife. The programme documentation states that PLPs are responsible for disclosure and barring service checks and occupational health screening prior to commencing the programme.</p> <p>Students tell us they're fully supported in practice by a qualified SCPHN practice assessor from the same field of practice. They confirm practice proficiencies are assessed and recorded in the PAD by their practice assessor.</p> <p>Programme documentation confirms recognition of prior learning (RPL) is permitted. Students can RPL up to one third of the programme. This must be approved by the faculty quality committee sub-committee who report to the</p>

relevant exam board. RPL claims are subject to external examiner review.	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 19 May 2021	
Post event review	
Identify how the condition(s) is met	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 1: Length of programme
<ul style="list-style-type: none"> Programmes are required to have an overall length of 52 weeks (of which 45 are programmed weeks). There is no maximum time limit within which the programme must be completed and programme providers must ensure that they have in place processes to manage interruptions to the study of programme for whatever reason.
Findings against the standard and requirements
Evidence provides assurance that the following are met:
<ul style="list-style-type: none"> Programmes are required to have an overall length of 52 weeks (of which 45 are programmed weeks). YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> There is no maximum time limit within which the programme must be completed and programme providers must ensure that they have in place processes to manage interruptions to the study of programme for whatever

reason	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 19 May 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 2: Structure of programme

- Programmes will comprise practical and theoretical learning that is transferable to different settings, clients and areas of practice, addressing the common principles of community public health.
- In addition, programmes should distinguish common core learning and opportunities for students to learn how this is applied through different roles and in different settings.

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 requirement below is met or not met

- Programmes comprise practical and theoretical learning that is transferable to different settings, clients and areas of practice, addressing the common principles of community public health.

MET **NOT MET**

Documentary evidence indicates that modules are adapted to reflect academic level seven writing and developing students as critical thinkers with advanced leadership and research skills within HV and SN practice. The programme specification and programme handbook demonstrate equal balance of theory and practice learning.

- programmes distinguish common core learning and opportunities for students to learn how this is applied through different roles and in different settings.

MET **NOT MET**

Programme documentation confirms module learning outcomes are mapped against the Standards of proficiencies for specialist community public health nursing (SPSCPHN) (NMC, 2004). Students study seven core modules. Six 20 credit modules: evidence based global public health, facilitating health behaviour change, human development and assessment of health and wellbeing, leadership for organisations and public health and contexts of practice and safeguarding children and young people. One non-credit module: practice learning and placement. Students participate in specialist groups to ensure theory is applied to the practice route being followed. Students tell us that there's specific sessions in the course modules related to their field of practice.

Students tell us that assessments ensure they focus on their defined area of practice. Programme documentation confirm all core modules must be passed to successfully complete the programme.

PLPs tell us that students are allocated to a practice assessor and practice supervisor by their employing organisation prior to commencement of the programme. Due consideration is given to individual needs and geographical location when allocating practice learning environments. Students confirm that they work with practice assessors and practice supervisors for the duration of the programme. They tell us practice assessors and practice supervisors support them to identify learning needs to enable them to meet their practice learning

proficiencies. This is documented in the PAD as an ongoing record of learning and professional development and assessed by the practice assessor and confirmed by the academic assessor. Students tell us they're able to experience a range of practice learning opportunities enabling them to develop and meet the required standard to ensure safe and effective practice.

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 19 May 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 3: Balance of practice and theory

- The balance between practice and theory in the programmes will be 50 percent practice and 50 percent theory across the whole programme.
- A consolidating period of practice equivalent to at least 10 weeks at the end of the programme is required to enable students to consolidate their education and competence in the practice field.

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

- The balance between practice and theory in the programmes is 50 percent practice and 50 percent theory across the whole programme.

YES NO

- A consolidating period of practice equivalent to at least 10 weeks at the end of the programme enables students to consolidate their education and competence in the practice field.

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 19 May 2021

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 4: Defined areas of practice

- Where a particular practice route is required students must have completed their consolidated practice experience (minimum of 10 weeks) and at least half the remaining practice time (minimum 6.3 weeks) in settings and with clients that are central to the responsibilities for that defined area of practice. At least half the theoretical learning must have been applied to those core settings and clients.

- Students must, additionally, spend at least three weeks gaining experience in the settings, and with clients, considered either important or that may be a potential area of responsibility, even if not central to the defined area of practice.

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 requirements below are met or not met

- Where a particular practice route is required students must have completed their consolidated practice experience (minimum of 10 weeks) and at least half the remaining practice time (minimum 6.3 weeks) in settings and with clients that are central to the responsibilities for that defined area of practice. At least half the theoretical learning must have been applied to those core settings and clients.
- Students must, additionally, spend at least three weeks gaining experience in the settings, and with clients, considered either important or that may be a potential area of responsibility, even if not central to the defined area of practice.

MET **NOT MET**

Students record each day of their practice learning experience in the PAD. In partnership with practice assessors and practice supervisors, students identify and plan practice activities for the three weeks they spend gaining experience to enhance public health practice.

Programme documentation indicates that except for the three weeks alternative practice days, learning is supported by SCPHN practice assessors and practice supervisors from the same field of practice. The programme structure ensures students complete a 10-week period of practice consolidation prior to their final assessment of competence by their practice assessor. PAD records confirmation and agreement of achievement of the practice proficiencies. Practice assessors, practice supervisors and academic assessors record confirmation and agreement of achievement of the practice proficiencies in the PAD.

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

YES **NO**

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 19 May 2021

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 5: Academic standard of programme

- The minimum academic standard of specialist community public health programmes remains that of a first degree.

Findings against the standards and requirements

Evidence provides assurance that the following requirement is met:

The minimum academic standard of specialist community public health programmes remains that of a first degree.

YES NO

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

YES NO

Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 19 May 2021	
Post event review	
Identify how the condition(s) is met	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Fall Back Award	
<i>Standards framework for nursing and midwifery education, specifically R2.11, R2.20</i>	
Findings against the standards and requirements	
Fall Back Award	
If there is a fall back exit award with registration as a SCPHN all NMC standards and proficiencies are met within the award	
YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>	
There's no fall back exit award with eligibility to register as a SCPHN with the NMC.	
Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>

Date: 19 May 2021

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

N/A

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

N/A

Standard 6: Content of curriculum

- The content of the curriculum for specialist community public health nursing programmes should be that which will enable the achievement of the standards of proficiency sufficient for safe and effective practice for entry to the register as a specialist community public health nurse.
- Where a student intends to work in a particular area of practice, content must enable sufficient learning to take place within that area to ensure safe and effective practice. The outcomes and standards for proficiency should be read in conjunction with the guiding principles.

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 requirement below is met or not met

- The content of the curriculum for specialist community public health nursing programmes will enable the achievement of the standards of proficiency sufficient for safe and effective practice for entry to the register as a specialist community public health nurse.

MET **NOT MET**

The programme comprises of modules that reflect key texts addressing contemporary public health agenda enabling students to achieve the NMC standards of proficiency for safe and effective practice for entry to the register as a SCPHN HV or SN. PLPs tell us there's opportunities for them to provide feedback on programme content and have regular meetings with the programme team.

Students confirm their feedback is listened to and informs curriculum development. Students tell us the PAD links theory to practice and the programme prepares them to achieve the required standards for SCPHN HV and SN practice. Documentary evidence and the approval visit confirms students are able to experience a range of practice learning opportunities to enable them to develop and meet the required standard to ensure safe and effective practice.

- Where a student intends to work in a particular area of practice, content will enable sufficient learning to take place within that area to ensure safe and effective practice. The outcomes and standards for proficiency should be read in conjunction with the guiding principles.

MET **NOT MET**

The PAD contains an ongoing record of learning, professional development and progression towards achievement and assessment by the practice assessor. Documentary evidence and the approval visit confirms students are able to experience a range of practice learning opportunities to enable them to develop and meet the required standards to ensure safe and effective practice.

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

YES **NO**

Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 19 May 2021	
Post event review	
Identify how the condition(s) is met	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 7: Student support
<ul style="list-style-type: none"> • Students should be supported in both academic and practice learning environments by appropriately qualified teachers. • It is expected that teachers in the practice field, as well as those leading academic programmes, will hold qualifications and experience relevant to the area of practice in which they are supporting students, as they will be required to contribute to summative assessments.
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 requirement below is met or not met

- Students are supported in both academic and practice learning environments by appropriately qualified teachers.

MET **NOT MET**

Programme documentation and PLPs confirm students are allocated to a suitably qualified and prepared practice assessor and practice supervisor. Practice assessors are identified by the employing organisation prior to commencement of the programme. PLPs tell us practice assessors are prepared for their role and are encouraged to attend update sessions. PLPs record when practice assessors and practice supervisors have undertaken preparation, this is reviewed at appraisals. The roles and responsibilities of the practice assessor, practice supervisor and academic assessor are clearly detailed in student and practice assessor facing documents.

PLPs confirm academic assessors contact the practice learning environment at least twice during the year to review student performance. The PAD confirms there's communication between practice assessors, practice supervisors and academic assessors who confirm agreement that students have met the proficiencies in the PAD.

Documentary evidence, the programme team and PLPs confirm educational audits of practice learning environments are undertaken every two years and include a review of any recent concerns raised in external system regulator reports, including those from the Care Quality Commission. Where required, action plans are developed, and placements can be withdrawn where there are concerns over public protection. The programme team tell us they hold minuted staff-student meetings twice in each academic year. This is attended by student representatives, the programme team and PLPs. It's an opportunity to discuss the programme and explore challenges and action plans.

- It is expected that teachers in the practice field, as well as those leading academic programmes, will hold qualifications and experience relevant to the area of practice in which they are supporting students, as they will be required to contribute to summative assessments.

MET **NOT MET**

Programme documentation and academic staff curricula vitae (CV) confirms students are allocated to suitably qualified academic assessors who form a support partnership with them and their practice assessor in both academic and practice environments. CCCU student services provide a range of information, advice and counselling. Documentary evidence confirms student services support individual learning plans to ensure reasonable adjustments can be made at CCCU and practice learning environment. Students confirm they are well supported in both theory and practice.

Programme handbook indicates that students are allocated to a personal academic tutor who forms a supportive partnership with them and their practice assessor in both academic and practice environments. University student services provides a range of information, advice and guidance for students including disability and mental health support and counselling.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to supervision and assessment are met
YES **NO**

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) are met
YES **NO**

Outcome

Is the standard met? **MET** **NOT MET**

Date: 19 May 2021

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

N/A

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

N/A

Standard 8: Nature of programme

- The programme should be arranged so that teaching and learning of both core principles and those specific to particular practice routes are integrated through the whole programme at a level beyond initial registration as a nurse or midwife. This will provide opportunities for appropriate shared learning between areas of community public health.

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 requirement below is met or not met

- The programme is arranged so that teaching and learning of both core principles and those specific to particular practice routes are integrated through the whole programme at a level beyond initial registration as a nurse or midwife. This will provide opportunities for appropriate shared learning between areas of community public health.

MET **NOT MET**

The programme provides post registration education at academic level seven. The programme handbook, programme specification and module specification demonstrate that varied experiences are offered in theory and in the practice learning environment. Students tell us that there are opportunities to learn from a range of health professionals in the practice learning environment. HV and SN learning is shared with allied health professional students.

Outcome

Is the standard met?

MET **NOT MET**

Date: 19 May 2021

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

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

Standard 9: Knowledge underpinning practice
<ul style="list-style-type: none"> In order to provide a knowledge base for practice, contemporary theoretical perspectives and public health standards should be explored.
Findings against the standards and requirements
<p>Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met</p> <ul style="list-style-type: none"> In order to provide a knowledge base for practice, contemporary theoretical perspectives and public health standards are explored. MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/> <p>The programme team’s CVs confirm engaging and contemporary academic staff who understand and actively engage in research that underpins SCPHN practice. The programme uses an online virtual learning environment (VLE) approach to learning giving flexibility to students. Technology enhanced learning is embedded with the VLE and provides a range of resources to support student learning. There’s ongoing staff development in the enhanced use of technology in teaching and learning, drawing on the expertise of the digital learning specialists within the team. Students tell us they’re able to access module content and learning materials online. They confirm they also use the VLE to access e-books and journals to supplement their learning activities.</p>
Outcome
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 19 May 2021</p>
Post event review
<p>Identify how the condition(s) is met</p> <p>N/A</p>

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Standard 10: Assessment

- A range of assessment strategies should be used throughout the programme to test knowledge and standards of proficiency in all aspects of the specialist community public health nursing curriculum. These must include at least one timed examination under invigilated conditions. This requirement excludes any examinations that may be required for nurse prescribing associated with health visiting.

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 requirements below are met or not met

- A range of assessment strategies are used throughout the programme to test knowledge and standards of proficiency in all aspects of the specialist community public health nursing curriculum. These include at least one timed examination under invigilated conditions. This requirement excludes any examinations that may be required for nurse prescribing associated with health visiting.

MET **NOT MET**

Programme documentation demonstrates appropriate and varied assessments are used to test knowledge and achievement of the SPSCPHN (NMC, 2004). These include marked coursework, research proposal, presentation, critical case analysis, reflective analysis. Public health and contexts of practice includes an invigilated unseen and seen timed examination which addresses the learning outcomes for the module. V100 is not provided within the curriculum. Students must pass all assessments to successfully complete the programme.

The PAD links practice proficiencies to the SPSCPHN (NMC, 2004) and students are required to pass all proficiencies. All assessments are scrutinised by an external examiner. There's no compensation in the assessments.

Students tell us there's a range of assessments to test their knowledge and understanding; while challenging, these support their professional development.

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

YES **NO**

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

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

Date: 19 May 2021

Post event review

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

Standard 11: Student status and supernumerary status	
<ul style="list-style-type: none"> Students undertaking programmes of preparation for specialist community public health nursing practice will be directed throughout by the approved educational institution; and shall have supernumerary status to enable them to achieve the required standards of proficiency. In this instance supernumerary status means, in relation to a student, that she shall not as part of her programme of preparation be employed by any person or body under a contract of service to provide community public health nursing care. Where part time students are being employed at the same time as undertaking a programme of preparation, provision must be made to ensure that students are able to obtain suitable learning experiences for a period equivalent to 50 percent of the programme. 	
Findings against the standards and requirements	
Evidence provides assurance that the following requirement is met:	
<ul style="list-style-type: none"> Students undertaking programmes of preparation for specialist community public health nursing practice are directed throughout by the approved educational institution; and have supernumerary status to enable them to achieve the required standards of proficiency. In this instance supernumerary status means, in relation to a student, that she shall not as part of her programme of preparation be employed by any person or body under a contract of service to provide community public health nursing care. 	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	

<ul style="list-style-type: none"> Where part time students are being employed at the same time as undertaking a programme of preparation, provision ensures that students are able to obtain suitable learning experiences for a period equivalent to 50 percent of the programme. <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 19 May 2021	
Post event review	
Identify how the condition(s) is met	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standards of proficiency: 4 domains
<ul style="list-style-type: none"> Search for health needs Stimulation of awareness of health needs Influence on policies affecting health Facilitation of health enhancing activities
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 domains below are met or not met

4 domains:

- Search for health needs
- Stimulation of awareness of health needs
- Influence on policies affecting health
- Facilitation of health enhancing activities

MET NOT MET

The four domains of public health practice continue to underpin the 10 key principles which make up the SPSCPHN (NMC, 2004). The programme handbook and module specifications map the four domains to the taught element of the programme. The four domains are evidenced within the PAD and evidence of meeting the Standards is presented to and signed off by practice assessors and agreed by academic assessors.

Outcome

Is the standard met?

MET NOT MET

Date: 19 May 2021

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Section four

Sources of evidence

The following 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 SCPHN HV SCPHN SN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook SCPHN HV SCPHN SN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation (PAD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice placement 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"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) at programme level (Gateway one)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway two)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards of proficiency</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<i>for specialist community public health nurses (NMC, 2004) (Gateway three)</i>		
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input type="checkbox"/>	<input checked="" 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: There are no current placement agreements in place. Condition one applies. The approval does not include an apprenticeship route.		
List additional documentation: Evidence to support conditions: KCHFT placement learning agreement, November 2020 MCH placement learning agreement, May 2021		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, please identify cohort year/programme of study: HV student completed, 2018 HV student completed, 2016		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route is not presented.		
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 type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
If you stated no above, please provide the reason and mitigation: This is an established AEI and visits to facilities aren't needed.		
Additional comments: None identified		

Mott MacDonald Group Disclaimer

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Issue record			
Final Report			
Author(s):	Theresa Titchener	Date:	27 May 2021
Checked by:	Pamela Page	Date:	27 May 2021
Submitted by:	Lucy Percival	Date:	9 July 2021
Approved by:	Leeann Greer	Date:	14 July 2021