Programme Major Modification report

Section one

Programme provider name:	University of Salford
Programme reviewed: *This is the NMC programme title(s)*	**Specialist community public health nursing:** Health visiting ☐ School nursing ☐ Occupational health nursing ☐ Family health nursing ☐ Generic ☐ **Apprenticeship route** ☒ Health visiting apprenticeship ☒ School nursing apprenticeship ☒ Occupational health nursing apprenticeship ☐
AEI programme title(s):	
Current AEI programme title(s): *Please include all currently approved programme titles*	PgDip Specialist Community Public Health Nurse - Health Visiting (apprenticeship) PgDip Specialist Community Public Health Nurse – School Nursing (apprenticeship)

Modified AEI programme title(s) if applicable:	N/A
Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A	
Additional AEI programme title(s) if applicable:	N/A
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	

Academic level of current programme:	
SCPHN Health visiting	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
SCPHN School nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
SCPHN Occupational health nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10

	☐ Level 11 ☒ N/A
SCPHN Family health nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
SCPHN Generic	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
SCPHN Health visiting apprenticeship	England, Wales, Northern Ireland ☐ Level 6 ☒ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
SCPHN School nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 6 ☒ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A

	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7
SCPHN Occupational health nursing apprenticeship	SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Academic levels of modified/additional programme(s)/route(s):	
SCPHN Health visiting	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
SCPHN School nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
SCPHN Occupational health nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
SCPHN Family health nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF

	Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A ☒
SCPHN Generic	England, Wales, Northern Ireland Level 6 ☐ Level 7 ☐ SCQF Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A ☒
SCPHN Health visiting apprenticeship	England, Wales, Northern Ireland Level 6 ☐ Level 7 ☒ SCQF Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A ☐
SCPHN School nursing apprenticeship	England, Wales, Northern Ireland Level 6 ☐ Level 7 ☒ SCQF Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A ☐
SCPHN Occupational health nursing apprenticeship	England, Wales, Northern Ireland Level 6 ☐ Level 7 ☐ SCQF Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A ☒
Programme approval dates:	

Date of NMC approval of the programme being modified: *This is the approval date under the most recent NMC standards.*	30 July 2021
Date(s) of NMC approval of any modifications since last approval:	N/A
Programme start dates:	
Current modification 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 SCPHN Occupational health nursing apprenticeship	12 September 2022 12 September 2022
Date of modification:	30 May 2022
Type of modification:	Desktop
QA visitor(s):	Registrant Visitor: Patricia Hibberd

Section two

Summary of review and findings
The University of Salford (UoS) is an established approved education institution (AEI). The AEI are seeking a major modification to the postgraduate diploma specialist community public health nursing (SCPHN) health visiting (HV) and school nursing (SN) apprenticeship routes with integrated end point assessment. The programme is delivered in partnership with the approved employer partner (EP) Northern Care Alliance NHS Trust and meets the Standards of proficiency for specialist community public health nurses (SPSCPHN) (Nursing and Midwifery Council (NMC), 2004). The programme is originally approved by the NMC on 30 July 2021. The modification adds the community practitioner nurse prescriber (V100) programme to the list of optional modules approved as part of the SCPHN programme. A major modification to the UoS independent and supplementary nurse prescribing (V300) programme on 24 May 2022 to include the V100 route is recommended for approval to the NMC. There's evidence of stakeholder consultation and involvement in the modification. Changes are agreed through the programme advisory group which includes practitioners and student representatives. Service users (SUs) are consulted separately and support the initiative. The EP has requested the introduction of the V100 programme into the SCPHN programme as an optional module. The V100 is applied for by applicants in the SCPHN recruitment process. They're required to provide evidence of employer support to ensure they're supernumerary, have a prepared prescribing practice assessor and practice supervisor identified and that they can meet the requirements of V100 as part of the SCPHN programme. SCPHN apprentices undertaking V100 will learn alongside other specialist and advanced practice apprentices undertaking the V300 programme. They'll be able to use recognition of prior learning if required to undertake the V300 programme in the future. The V100 is mapped to the SPSCPHN and programme outcomes. Its achievement will contribute to the overall achievement of the SPSCPHN. Learning in the V100 is integrated into the SCPHN theoretical and practice programme hours, and maintains the balance of 50 percent theory and 50 percent practice.

Apprentices are supported to utilise evidence from their learning and development in the V100 module to contribute to achievement of the SPSCPHN.

The Standards for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018) are both met at programme level.

The major modification is recommended for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☒ Programme is recommended for approval subject to specific conditions being met ☐ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:**

	None identified.
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	Ongoing achievement of SU strategy in the SCPHN programme

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: N/A	
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☐ Recommended to refuse approval of the programme ☐
Date condition(s) met:	N/A

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)

NMC Programme standards
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

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Findings against the standard and requirements

Provide an <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

The modification is co-produced with key stakeholders. The introduction of V100 is identified by EPs as an important requirement for HV and SN apprentices. There's evidence of EP consultation, a record from the ongoing curriculum advisory group, an online survey and specific networking events. EPs confirm they're supportive of the introduction of an optional V100 programme for SCPHN HV and SN apprenticeships. There's evidence that the advisory group oversee the modification to the SCPHN programme. This group includes EPs and apprentices. There's evidence of SUs' consultation and that they support the inclusion of the V100.

The SCPHN recruitment process to include V100 is appropriately modified. Applicants who undertake V100 as part of the HV or SN route are required to

complete a separate V100 application form with written manager confirmation of support. This confirms that applicants will practice in, and have appropriate experience of, a learning environment where there's an identified need for regular V100 prescribing within the field of SCPHN practice. This includes working with EPs to allocate suitable practice assessors and practice supervisors with a prescribing qualification and who actively prescribe. The SCPHN programme lead will confirm this requirement is met prior to commencement of the programme. Additional entry requirements are clearly identified in student facing documentation.

SUs are involved in setting questions for interviews and are engaged in teaching and assessing. UoS are currently actively working to increase the number and diversity of SUs who will further enhance the engagement and future co-production in the programme.

There's regular training in place to prepare V100 practice assessors and practice supervisors for the introduction of V100 into the programme.

EPs support the introduction of V100 in both HV and SN routes. There's a current statement of commitment between the EP and UoS to confirm that adequate resources are in place to support the modified programme. This includes protection of supernumerary status.

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** ☐

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: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐

N/A

Community Practitioner Nurse Prescriber (V100)

Please indicate whether the V100 is an integrated or optional element of the Specialist community public health programme.

Optional ☒   **Integrated** ☐   **N/A** ☐

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 ☐   **NO** ☒

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:

The V100 programme was recommended for approval to the NMC at a major modification to the V300 programme undertaken on 24 May 2022.

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's no proposed transfer of current apprentices to the modified 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 <u>evaluative summary</u> to confirm how the transfer to the *Standards for student supervision and assessment (SSSA)* will be met.

The SCPHN programme has transferred to the SSSA.

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

Standards of proficiency for entry to the register
Context of practice
- 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
Evidence provides assurance that the following is met: The standards of proficiency apply for entry to the specialist community public health nurses' part of the NMC register.   **YES** ☒   **NO** ☐
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the standard/requirement is met or not met   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.

MET ☒ **NOT MET** ☐

The V100 is included as an optional module in the SCPHN degree apprenticeship HV and SN routes. The V100 outcomes are mapped to the SPSCPHN and contribute to the SCPHN programme learning outcomes. Apprentices undertake V100 within the context of their field of SCPHN practice.

The programme handbook confirms that successful completion of V100 as part of the SCPHN programme provides eligibility to record the V100 qualification on the NMC register. Apprentices are informed in student facing documentation that this won't be recorded without achievement of the SCPHN qualification.

Outcome
Is the standard met? **MET** ☒ **NOT MET** ☐   **Date:** 30 May 2022
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 1: Length of programme

- 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

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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:
 	
• Programmes are required to have an overall length of 52 weeks (of which 45 are programmed weeks).
 	
      YES ☒   **NO** ☐
 	
• 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 ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☒ **NOT MET** ☐ **Date:** 30 May 2022

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

Standard 2: 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** ☐

The programme comprises 120 academic credits with core and optional modules. Core modules are focused on the development of community public health with specialist HV or SN modules. 45 academic credits of optional modules are included in the programme structure. These are designed to enable apprentices to focus on particular areas of practice development. V100 adds to the current list of approved optional modules. It's a 15-credit module delivered at academic level seven. Apprentices undertaking V100 will study this in semester two. The module has 65 hours direct lecturer and seminar time and 85 hours directed study. Apprentices are required to complete 65 hours (10 days) prescribing specific practice-based learning. These are integrated into the approved SCPHN practice hours and retain an equal balance of theory and practice.

- 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** ☐

Unchanged through this modification.

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: 30 May 2022	
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** ☐

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• 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: 30 May 2022	

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 <u>evaluative summary</u> 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** ☐

Unchanged through this modification.

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: 30 May 2022

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** ☐

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** ☒   **NOT MET** ☐

Date: 30 May 2022

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

Fall Back Award
Standards framework for nursing and midwifery education, specifically R2.11, R2.20

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 ☐   NO ☐   N/A ☒ There's no fall back award with registration as a SCPHN HV or SN.
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 ☒   NOT MET ☐ **Date:** 30 May 2022
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 <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

- 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 V100 is mapped into the programme as an optional module and contributes to the achievement of the standards of proficiency for safe and effective practice. The SCPHN programme handbook provides apprentices with guidance on how the content, learning and assessment in the V100 module contributes to the achievement of the SPSCPHN and the SCPHN portfolio.

- 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** ☐

Unchanged through this modification.

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** ☒ **NOT MET** ☐

Date: 30 May 2022	
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 7: Student support

- 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 <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

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

MET ☒   **NOT MET** ☐

- 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** ☐

Curricula vitae demonstrate that teachers have appropriate qualifications to deliver V100 to HV and SN apprentices. There's evidence in the prescribing application process that EPs are required to provide prepared practice assessors and practice supervisors to support apprentices undertaking V100. They must be registered healthcare professionals who are current prescribers and have undertaken appropriate preparation. The programme team confirm that, as good practice, V100 prescribing practice assessors will normally be different to the SCPHN practice assessor.

Placement areas are educationally audited using the northwest learning environment educational audit to provide assurance that apprentices placed within each clinical setting have sufficient resources and expertise to support them. There are additional questions on placement quality relevant to prescribing in the separate V100 application form.

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: 30 May 2022

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 <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 • 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 ☐** Unchanged through this modification

Outcome	
Is the standard met?	**MET ☒ NOT MET ☐**
Date: 30 May 2022	
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 9: Knowledge underpinning practice
• 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
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 • In order to provide a knowledge base for practice, contemporary theoretical perspectives and public health standards are explored. **MET** ☒ **NOT MET** ☐ Unchanged through this modification.

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 30 May 2022	

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 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 <u>evaluative summary</u> 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** ☐

V100 is assessed through an examination that meets the requirements of the Standards for prescribing programmes (NMC, 2018). This is added to the existing SCPHN assessment strategy, it doesn't replace the existing assessment strategy. Prescribing practice is assessed against the Competency framework for all prescribers (Royal Pharmaceutical Society, 2021), in a separate prescribing portfolio. Apprentices can also record evidence of learning from V100 in the SCPHN portfolio.

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: 30 May 2022

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 11: Student status and supernumerary status

- 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:

- 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.

- 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.

  YES ☐   NO ☐   N/A ☒

The programme is full-time only.

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 30 May 2022	

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

Standards of proficiency: 4 domains

- 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 <u>evaluative summary</u> 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** ☐

Unchanged through this modification

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

Date: 30 May 2022

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

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	☒	☐
Programme specification(s)	☒	☐
Module descriptors *Please specify route:* HV and SN	☒	☐
Student facing documentation including: programme handbook *Please specify route:* HV and SN	☒	☐
Practice assessment documentation (PAD)	☒	☐
Practice placement handbook:	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) at programme level (Gateway one)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway two)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards of proficiency for specialist community public health nurses (NMC, 2004)* (Gateway three)	☒	☐
Curricula vitae for relevant staff	☒	☐

Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	☐	☒
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐
If you stated no above, please provide the reason and mitigation: This is a modification to an apprenticeship programme only.		
List additional documentation: None identified.		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☐	☒
Senior managers from associated practice learning partners with responsibility for resources for the programme	☐	☒
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☐	☒
Practice leads/practice supervisors/ practice assessors	☐	☒
Students	☐	☒
If yes, please identify cohort year/programme of study:		
Service users and carers	☐	☒
If you stated no above, please provide the reason and mitigation: The modification is conducted as a desktop modification.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		
If you stated no above, please provide the reason and mitigation: The modification is conducted as a desktop modification.		
Additional comments: None identified.		