

Major Modification report

Section one

Programme provider name:	Liverpool John Moores University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Bridgewater Community Healthcare NHS Foundation Trust Mersey Care NHS Trust North West Boroughs Healthcare NHS Foundation Trust
<p>Provision(s) reviewed:</p> <p>Provision: Specialist Community Public Health Nursing – School Nursing Title of current programme: BSc (Hons) Specialist Community Public Health Nursing (School Nursing) Postgraduate diploma Specialist Community Public Health Nursing (School Nursing) Title of modified programme, if changed: N/A Programme start date: 1 September 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 6 Level 7 Academic level of modified programme, if changed: N/A</p> <p>Provision: Specialist Community Public Health Nursing – Health Visiting with integrated V100 Nurse Prescribing Title of current programme: BSc (Hons) Specialist Community Public Health Nursing (Health Visiting) Postgraduate diploma Specialist Community Public Health Nursing (Health Visiting) Title of modified programme, if changed: N/A Programme start date: 1 September 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 6 Level 7 Title of modified programme, if changed: N/A</p>	

Date of review	29 July 2020
Type of Modification	Major Modification (Desktop)
QA visitor(s):	Registrant Visitor: Carole Proud

Section two

Summary of review and findings

Liverpool John Moores University (LJMU) is an established approved education institution (AEI). In July 2018, LJMU was approved to deliver a specialist community public health nursing (SCPHN) programme with the following routes - SCPHN in health visiting (HV), SCPHN (HV) with integrated community prescribing (V100), SCPHN in school nursing (SN) and SCPHN (SN) with integrated V100. All routes are delivered at level six and level seven.

The request for major modification proposed two changes to the approved programmes:

1. Change in student support, supervision and assessment from the NMC (2008) Standards for learning and assessment in practice (SLAiP) to the NMC (2018) Standards for student supervision and assessment (SSSA), and
2. Change in the content of the programme to incorporate V100 content approved against the NMC (2018) Standards for prescribing programmes (SPP).

Prior to the desktop modification, transition to the SSSA was incorporated through implementation of the NMC (2020) Emergency standards for nursing and midwifery education. As such, introduction of the SSSA isn't considered as part of this modification.

The approval of LJMU's prescribing programme against the SPP is subject to a separate approval visit. This visit was undertaken on 19 June 2020. The conditions applied at the prescribing approval visit must be met prior to approval of this modification.

To explain the introduction of V100 against the NMC (2018) SPP, the programme team submitted written evidence and were available for discussion. The evidence shows that the V100 is contained within a specific module 'contemporary issues in SCPHN part two'. Integration of the new prescribing content doesn't impact on the content of other modules within the programme. Furthermore, parts of the NMC (2018) SPP were included in the July 2018 SCPHN programme approval, including integration of the Royal Pharmaceutical Society (RPS) A competency framework for all prescribers. This framework is part of the current approved assessment in practice for the SCPHN programme.

At the desktop modification visit, the programme team provided assurance that no changes have been made to the SCPHN specific learning outcomes for the award, and assurances that the V100 award continues to be integrated into the programme. On reviewing the documentary evidence, this is confirmed.

The major modification is recommended for approval subject to one NMC condition, reflecting the outcome of the separate prescribing approval visit.

Updated: 3 August 2020

Evidence is provided that the changes required to meet the condition have been made. The condition is now met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: Provide evidence that the conditions applied at the prescribing approval visit have been met. (Standards framework for nursing and midwifery education (SFNME) R2.3)</p>
Date condition(s) to be met:	3 August 2020
Recommendations to enhance the programme delivery:	None identified
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p> <p>Assurance has been provided that the conditions applied at LJMU's prescribing programme approval visit have been met.</p> <p>Condition one is now met.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>No</p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	3 August 2020

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><u><i>Standards of proficiency for specialist public health nurses (NMC, 2004)</i></u></p> <p><u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u></p> <p><u><i>Standards for student supervision and assessment (NMC, 2018)</i></u></p> <p><u><i>The Code: Professional standards of practice and behaviour for nurses and midwives (NMC, 2015)</i></u></p> <p><u>QA Handbook (September 2018 updated July 2019)</u></p>

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.

The programme team confirm that they work closely with practice learning partners (PLPs) to ensure a positive learning experience for students and access to suitable experiences to meet the programme requirements. Incorporation of the new prescribing standards has ensured that LJMU, students and PLPs are all working to the most up to date standards and by incorporating these standards across approved programmes, are consistent in their approach to prescribing practice.

The approval of LJMU's prescribing programme against the SPP is subject to an independent approval visit. This visit was undertaken on 19 June 2020. The conditions applied at the prescribing approval visit must be met prior to approval of this modification. (Condition one)

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 one: Standards framework for nursing and midwifery education and,

Not Met

LJMU need to provide evidence of meeting the conditions for the prescribing approval visit. (Condition one)

Gateway two: Standards for student supervision and assessment

Met

Changed in line with NMC (2020) Emergency standards for nursing and midwifery education (E5).

If not met, state reason

The approval of LJMU's prescribing programme against the SPP is subject to a separate approval visit. This visit was undertaken on 19 June 2020. The conditions applied at the prescribing approval visit must be met prior to approval of this modification. (Condition one)

Condition one: Provide evidence that the conditions applied at the prescribing approval visit have been met. (SFNME R2.3)

Post Event Review

Identify how the condition is met:

The conditions applied at the prescribing approval visit have now been met.

Evidence:

Feedback from the visitor for the prescribing approval visit, confirming that the conditions applied are met.

Condition one is met.

Date condition(s) met: 3 August 2020

Met

Revised outcome after condition(s) met:

Condition one is met.

Community Practitioner Nurse Prescriber (V100)

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

Optional

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)

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

2 September 2020

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 as part of the education institution's mapping process at Gateway 3 confirming how the Standards of proficiency for specialist public health nurses (NMC, 2004) will be met.

Proposed transfer of current students to the programme under review

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

All current students will complete the existing 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.

Changed in line with NMC (2020) Emergency standards for nursing and midwifery education (E5).

Programme standards - Standards of proficiency for specialist public health nurses

Standards of proficiency for entry to the register
<p>Context of practice</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. • 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.
<p><i>Evidence provides assurance that the following is met</i></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>Yes</p> <p><i>Provide an evaluative summary 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</i></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>Met</p> <p>Unchanged since original approval in July 2018.</p>
<p>Outcome</p>

Is the standard met?

Met

Date: 29 July 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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 processes to manage interruptions to the study of programme for whatever reason.

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

- **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

Outcome

Is the standard met?

Met

Date: 29 July 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

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

Unchanged since original approval in July 2018.

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

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

Met

Unchanged since original approval in July 2018.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 29 July 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

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

- **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

Outcome

Is the standard met?

Met

Date: 29 July 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

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

Unchanged since original approval in July 2018.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 29 July 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

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

Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met

Yes

Outcome

Is the standard met?

Met

Date: 29 July 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 6: Content of curriculum

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

- 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.

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

Unchanged since original approval in July 2018.

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:

- **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

Unchanged since original approval in July 2018.

Assurance is provided that the Standards framework for nursing and midwifery education relevant to curricula and assessment are met

Yes

Outcome

Is the standard met?

Met

Date: 29 July 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

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

Student support in practice changed in line with NMC (2020) Emergency standards for nursing and midwifery education (E5).

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:

- **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

Unchanged since original approval in July 2018.

Assurance is provided that the Standards framework for nursing and midwifery education relevant to supervision and assessment are met

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment are met

Yes

Outcome

Is the standard met?

Met

Date: 29 July 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

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

Unchanged since original approval in July 2018.

Outcome

Is the standard met?

Met

Date: 29 July 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

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

• In order to provide a knowledge base for practice, contemporary theoretical perspectives and public health standards are explored.

Met

Unchanged since original approval in July 2018.

Outcome

Is the standard met?

Met

Date: 29 July 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

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

Unchanged since original approval in July 2018.

Assurance is provided that the Standards framework for nursing and midwifery education relevant to curricula and assessment are met

Yes

Assurance is provided that Gateway 2: Standards for student supervision and assessment are met

Yes

Outcome

Is the standard met?

Met

Date: 29 July 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

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.**

Yes

Evidence provides assurance that the following requirement is met:

- **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

Outcome

Is the standard met?

Met

Date: 29 July 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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

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

Unchanged since original approval in July 2018.

Outcome

Is the standard met?

Met

Date: 29 July 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

NMC Circular 03/2011 - Resources to support programme intentions

Programme providers must provide evidence at programme approval that resources are currently available to support programme intentions.

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

• Programme providers provide evidence at programme approval that resources are currently available to support programme intentions.

Met

Unchanged since original approval in July 2018.

Outcome

Is the standard met?

Met

Date: 29 July 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source 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	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Please specify field/route	
Student facing documentation including: programme handbook	Yes
Please specify field/route Undergraduate SCPHN handbook Postgraduate SCPHN handbook	
Practice assessment documentation (PAD)	Yes
Practice placement handbook:	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018) at programme level	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	No
List additional documentation: Post visit: Confirmation from the visitor for the prescribing event that all conditions were met, 30 July 2020	
If you stated no above, please provide the reason and mitigation Not required for this major modification.	
Additional comments: None identified	

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes

Senior managers from associated practice learning partners with responsibility for resources for the programme	No
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	No
Students	No
If yes, please identify cohort year/programme of study:	
Service users and carers	No
If you stated no above, please provide the reason and mitigation Not required for a major modification by desktop.	
Additional comments: None identified	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning; Virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation Desktop review for a major modification to an approved programme.	
Additional comments: None identified	

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Issue record

Final Report

Author	Carole Proud	Date	30 July 2020
Checked by	Ian Felstead-Watts	Date	11 August 2020
Submitted by	Lucy Percival	Date	16 August 2020
Approved by	Leeann Greer	Date	18 August 2020