

Programme Major Modification report

Section one

Programme provider name:	University of Northumbria at Newcastle
In partnership with: <i>(Associated practice learning partners and /or employer partners involved in the delivery of the programme)</i>	Northumbria Healthcare NHS Foundation Trust The Newcastle upon Tyne Hospitals NHS Foundation Trust Education and social care providers
Programme reviewed:	<p>Specialist community public health nursing:</p> <p>Health visiting <input type="checkbox"/></p> <p>School nursing <input type="checkbox"/></p> <p>Occupational health nursing <input type="checkbox"/></p> <p>Family health nursing <input type="checkbox"/></p> <p>Generic <input type="checkbox"/></p> <p>Apprenticeship route <input checked="" type="checkbox"/></p> <p>Health visiting apprenticeship <input checked="" type="checkbox"/></p> <p>School nursing apprenticeship <input checked="" type="checkbox"/></p> <p>Occupational health nursing apprenticeship <input type="checkbox"/></p>
Current AEI programme title(s):	MSc Specialist Community Public Health Nursing (Health Visiting) - MSc MSc Specialist Community Public Health Nursing (School Nursing) - MSc

	<p>Specialist Community Public Health Nursing – Health Visiting - PG Dip</p> <p>Specialist Community Public Health Nursing – School Nursing - PG Dip</p>
Modified AEI programme title(s) if applicable:	<p>MSc Specialist Community Public Health Nursing (Health Visiting)</p> <p>PGDip Specialist Community Public Health Nursing (Health Visiting)</p> <p>MSc Specialist Community Public Health Nursing (School Nursing)</p> <p>PGDip Specialist Community Public Health Nursing (School Nursing)</p>
Additional AEI programme title(s) if applicable:	N/A
Academic level of current programme:	
SCPHN Health visiting	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p>
SCPHN School nursing	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p>
SCPHN Occupational health nursing	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10</p>

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

	<p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
SCPHN School 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 checked="" 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 checked="" 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 checked="" 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 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>

Date of modification:	21 April 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Jane Howarth

Section two

Summary of review and findings

The University of Northumbria at Newcastle (UNN) is an established Nursing and Midwifery Council (NMC) approved education institution (AEI). The department of nursing, midwifery, and health (the department) provide the specialist community public health nursing (SCPHN) programme. The SCPHN health visiting (HV) and school nursing (SN) programme was approved on 20 May 2015; a major modification was approved on 23 December 2019 to implement the Standards for student supervision and assessment (SSSA) (NMC, 2018). The community practitioner nurse prescriber (V100) was approved on 15 January 2020.

The major modification is to replace the current Master of science (MSc) and postgraduate diploma SCPHN HV/SN with integrated V100 routes with an MSc SCPHN HV/SN integrated end point assessment (EPA) apprenticeship award. The programme is delivered full-time over 18 months. A fall back award of a postgraduate diploma SCPHN HV/SN apprenticeship is awarded to students who don't complete an additional final dissertation. The V100 is a discrete module that's integrated in the HV and SN routes. The programme is mapped against the Standards of proficiency for specialist community public health nurses (SPSCPHN) (NMC, 2004). The V100 is mapped against the Standards for prescribing programmes (SPP) (NMC, 2018) and the Standards of proficiency for nurse prescriber (adoption of the Royal Pharmaceutical Society (RPS, 2016) competency framework for all prescribers) (NMC, 2018).

Students are assessed using a practice assessment document (PAD). Programme documentation confirms that the SSSA is adopted. There's evidence of strategic and operational partnership working between UNN and employer partners (EPs) to implement and operationalise the SSSA. This partnership approach ensures that any concerns related to practice learning are identified and actions plans are in place to ensure safe practice learning.

Programme documentation and the approval process confirm that there's evidence of collaborative partnership working between UNN and key stakeholders including EPs, service users and carers (SUCs) and students. There's evidence of support for the development of the SCPHN apprenticeship programme from EPs.

The following EPs provide written commitment to support the programme and confirm this commitment at the modification visit: North Tyneside Council, Northumbria Healthcare NHS Foundation Trust and The Newcastle upon Tyne Hospitals NHS Foundation Trust.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the SSSA aren't met at programme level.

The modification visit is undertaken remotely due to the COVID-19 pandemic.

The programme modification is recommended for approval subject to two joint NMC and university conditions and five university conditions. Three NMC recommendations and two university recommendations are made.

Updated 28 May 2021:

UNN have provided documentation to meet the joint NMC and university conditions. UNN confirm that the university conditions have been met.

The modification to the programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

Conditions:

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

None identified.

Selection, admission and progression:

None identified.

Practice learning:

None identified.

	<p>Assessment, fitness for practice and award:</p> <p>Condition one: Provide an explicit programme structure that clearly articulates how the PAD and consolidated practice are integrated to ensure that all SCPHN programme requirements are met. (SFNME R5.6, R5.7; SSSA R1.3; SPSCPHN Standard 2, Standard 3, Standard 4) (NMC and university condition)</p> <p>Condition two: Provide programme documentation that clearly evidences that the programme fully meets the requirement for 50 percent theory and 50 percent practice. (SFNME R5.3; SSSA R1.2; SPSCPHN Standard 3) (NMC and university condition)</p> <p>Education governance: management and quality assurance:</p> <p>Condition three: Variation order to be approved before the commencement of the programme. (University condition)</p> <p>Condition four: Provide a mapping exercise to show how the NMC, apprenticeship standards, Quality Assurance Agency for Higher Education benchmarking and UNN characteristics fit together. (University condition)</p> <p>Condition five: Review the wording used in the programme learning outcomes and ensure that they map to the module learning outcomes. (University condition)</p> <p>Condition six: Review the documentation for typographical and grammatical errors and ensure that terminology is standardised across the programme. (University condition)</p>
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	Condition seven: To transfer the assessment schedule to the standard UNN template. (University condition)
Date condition(s) to be met:	24 May 2021
Recommendations to enhance the programme delivery:	<p>Recommendation one: Monitor the student experience in light of low student numbers on the HV and SN SCPHN programme. (SFNME R3.16)</p> <p>Recommendation two: Monitor how stakeholders are involved in the ongoing development and evaluation of the programme. (SFNME R1.12)</p> <p>Recommendation three: Monitor the student workload of the students who undertake the dissertation module alongside learning in practice. (SFNME R5.7; SPSCPHN Standard 2)</p> <p>Recommendation four: The panel request that the proposers should consider if V100 should be added to programme title. (University recommendation)</p> <p>Recommendation five: The entry criteria is reviewed with the assistance of the UNN marketing team and the specific approach to experiential learning could be made clearer. (University recommendation)</p>
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met

Identify how the condition(s) is met:

Revised programme documentation provides evidence that the conditions are met.

Revised programme documentation evidences how the PAD is integrated across the programme, ensuring that the programme requirements are met. Consolidated

<p>practice is clearly identified in the revised year plan and PAD. Condition one is met.</p> <p>Revised programme documentation evidences that the programme meets the requirement for 50 percent theory and 50 percent practice. Condition two is met.</p> <p>The chair of the panel has confirmed in the response to the conditions approval report that the university conditions have been met. Conditions three, four, five, six and seven are met.</p> <p>The programme is recommended for approval.</p>	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	28 May 2021

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p>Standards of proficiency for specialist community public health nurses (NMC, 2004)</p> <p>Standards framework for nursing and midwifery education (NMC, 2018)</p> <p>Standards for student supervision and assessment (NMC, 2018)</p> <p>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018)</p> <p>Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020)</p> <p>QA Handbook (NMC, 2020)</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.

Documentary evidence and the modification visit demonstrate that there's effective partnership working between the programme team and stakeholders. There's evidence of a commitment by EPs to work in partnership with UNN to develop and deliver the programme. There's a specific departmental director of apprenticeships, who liaises with EPs and works directly with the programme team. The department has policies and processes for programme quality assurance and governance. There's a fitness to practise policy; EPs tell us that they know how to raise concerns. They tell us that they're fully supported by the programme team and UNN.

There's documentary evidence of established communication pathways at strategic and operational levels between EPs and the department, further ensuring effective partnership working. The department and EPs are proactive in managing student practice learning issues. There's evidence that they work in partnership to identify any concerns and to resolve issues in a timely manner. Educational audit of practice learning environments ensures that any identified issues affecting practice learning are monitored. Practice assessors, practice supervisors and students tell us that they know how to raise and escalate concerns. The process for raising concerns is detailed in student, practice assessor and practice supervisor facing documentation.

Documentary evidence and EPs confirm that UNN have adopted and implemented the SSSA. EPs, practice assessors and practice supervisors commend UNN for their commitment to an effective partnership approach to the SSSA. The practice assessor and practice supervisor handbook confirm that all practitioners who support students must complete preparation for the role. UNN deliver specific

SCPHN preparation for practice assessors and practice supervisors. There's evidence of a commitment by the department to ensure academic assessors are supported in their role.

SUC contribution to the ongoing development of the programme is actively encouraged by the programme team. There's evidence of SUC contribution to the delivery of the programme and to the assessment of students. Students confirm that there's SUC involvement in the programme and describe an example of how SUCs contribute to the assessment of the baby friendly aspect of infant feeding. SUC involvement is appreciated by students who tell us that they value SUC input in the programme. Documentary evidence and the modification visit confirms that students and EPs have contributed to the development of the apprenticeship route. The programme team should consider how they will monitor the involvement of all stakeholders in the ongoing development and evaluation of the apprenticeship programme. (Recommendation two)

EPs tell us that there's opportunities for them to provide feedback on programme content through meetings with the programme team. Student feedback and evaluations have contributed to, and have informed, programme development. At the start of the programme students nominate a class representative to represent student views. Students complete mid- and end point module reviews. The mid-point review involves student representatives gathering student views on how modules are progressing; feedback is shared with the programme leader and module tutors. Feedback from these informal meetings are discussed at department staff and student progress committee (SSPC) meetings. SSPC meetings are held twice in each academic year and are attended by student representatives, the programme team, EPs and practice learning staff. Minutes and action points are shared with students on the virtual learning environment (VLE), BlackBoard Ultra, by student representatives. Students complete an end point online module questionnaire; this information, together with module statistics, staff and external examiner comments contribute to module reviews.

Students tell us that there are processes in place for them to provide 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. Students tell us they have the opportunity for inter-professional learning with students undertaking the specialist practitioner qualification district nursing (SPQ DN) programme. Students, particularly SNs, tell us that they feel the programme will benefit from the anticipated increased numbers of students and that this will enhance the student experience particularly on the SN route. In general, the programme has recruited small numbers of students. The programme team are

advised to monitor this to ensure the student experience isn't compromised. (Recommendation one)	
Students tell us that the programme team are supportive in managing some recent disruption to their studies. They tell us that that the programme team have worked hard to address any concerns and have supported them.	
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 <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
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 <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
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	

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 checked="" type="checkbox"/> N/A <input type="checkbox"/>
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 NMC approved the V100 prescribing programme on 15 January 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.

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.

Documentary evidence and the programme team tell us that existing students will complete the current programme; they won't transfer onto the apprenticeship route.

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.

A major modification to transfer all students to the SSSA was approved by the NMC on 23 December 2019. Documentary evidence and discussion with the programme team, EPs and students confirm that the SSSA is implemented.

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>

Documentary evidence confirms that applicants must continue to be registered with the NMC on part one or part two of the register. The programme specification states that EPs are responsible for ensuring that disclosure and barring service checks and occupational health screening are undertaken prior to students commencing the programme.

Students tell us that they're fully supported in practice by qualified SCPHN practice assessors from the same field of practice. They confirm that practice proficiencies are assessed and recorded in the PAD by practice assessors and agreed by academic assessors.

Outcome

Is the standard met?

MET **NOT MET**

Date: 21 April 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 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.

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"/>
<ul style="list-style-type: none"> 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: 21 April 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
<ul style="list-style-type: none"> 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 requirement

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**

Theory and practice learning ensure that students develop the skills to address the principles of community public health. Modules reflect academic level seven and support students to develop as critical thinkers with advanced leadership and research skills that are transferable within HV and SN 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**

Programme documentation confirms that module learning outcomes are mapped against the SPSCPHN. Students study seven core modules. There are no optional modules; students may choose not to progress with the final additional dissertation module. Students undertaking the dissertation can choose to complete a practice development topic or undertake a systematic appraisal relevant to their field of practice. The programme team are advised to monitor the workload of students undertaking the dissertation alongside practice learning. (Recommendation three)

Modules provide the opportunity for students to learn core and specific knowledge and how they apply this to practice. Students participate in specialist workshops to ensure theory is applied to their field of SCPHN practice. Students tell us that assessments ensure they focus on their defined area of practice. Programme documentation confirms that core modules must be passed to successfully complete the programme.

EPs tell us that students are allocated to practice assessors and practice supervisors by their employing organisation prior to commencement of the programme. Students confirm that they're supported by practice assessors and practice supervisors for the duration of the programme. They tell us that practice assessors and practice supervisors support them to experience learning opportunities and exposure to different roles and in different settings. Students confirm that they are supported to identify learning needs that enable them to meet the SPSCPHN. They tell us that learning is documented in the PAD as an ongoing record of progression and professional development, that they're assessed by

practice assessors and that academic assessors confirm achievement of the SPSCPHN. There's assurance that practice assessors with appropriate prescribing qualifications are available to support the development and assessment of V100 prescribing.

The programme plan and the PAD don't clearly identify how the programme structure ensures that there's an integration of the PAD and the period of consolidated practice to ensure that students meet the SPSCPHN across the programme. (Condition one)

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

YES NO

The programme plan and the PAD don't clearly identify how the programme structure ensures that there's an integration of the PAD and the period of consolidated practice to ensure students meet the SPSCPHN across the programme. (Condition one)

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

YES NO

The programme plan and the PAD don't clearly identify how the programme structure ensures that there's an integration of the PAD and the period of consolidated practice to ensure students meet the SPSCPHN across the programme. (Condition one)

Outcome

Is the standard met?

MET NOT MET

The programme plan and the PAD don't clearly identify how the programme structure ensures that there's an integration of the PAD and the period of consolidated practice to ensure students meet the SPSCPHN across the programme.

Condition one: Provide an explicit programme structure that clearly articulates how the PAD and consolidated practice are integrated to ensure that all SCPHN programme requirements are met. (SFNME R5.6, R5.7; SSSA R1.3; SPSCPHN Standard 2, Standard 3, Standard 4) (NMC and university condition)

Date: 21 April 2021	
Post event review	
Identify how the condition(s) is met:	
<p>Condition one: The revised PAD, programme handbook and programme structure demonstrate how the PAD is integrated across the programme, confirming how students meet the SPSCPHN. A revised year plan and PAD clearly detail how consolidated practice is achieved.</p> <p>Condition one is met.</p> <p>Evidence: Revised, PAD, undated Revised, programme handbook, 2022-2022, undated Revised, programme structure, undated Revised, year plan, undated</p>	
Date condition(s) met: 28 May 2021	
Revised outcome after condition(s) met:	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>

Standard 3: Balance of practice and theory
<ul style="list-style-type: none"> 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
<p>Evidence provides assurance that the following requirements are met:</p> <ul style="list-style-type: none"> The balance between practice and theory in the programmes is 50 percent practice and 50 percent theory across the whole programme. <p style="text-align: right;">YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>

Programme documentation doesn't provide assurance that there's an equal balance between theory and practice across the programme. EPs weren't aware that this is a requirement of the SCPHN programme. The programme team and EPs weren't able to clearly detail how the programme meets the requirement of 50 percent practice and 50 percent theory across the programme. (Condition two)

- 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

The programme plan and the PAD don't clearly identify how the programme structure ensures that there's an integration of the PAD and the period of consolidated practice to ensure that students meet the SPSCPHN across the programme. (Condition one)

Outcome

Is the standard met?

MET **NOT MET**

The programme plan and the PAD don't clearly identify how the programme structure ensures that there's an integration of the PAD and the period of consolidated practice to ensure students meet the SPSCPHN across the programme.

Condition one: Provide an explicit programme structure that clearly articulates how the PAD and consolidated practice are integrated to ensure that all SCPHN programme requirements are met. (SFNME R5.6, R5.7; SSSA R1.3; SPSCPHN Standard 2, Standard 3, Standard 4) (NMC and university condition)

The programme documentation, the programme team and EPs don't provide assurance that the programme meets the requirement of 50 percent practice and 50 percent theory across the programme.

Condition two: Provide programme documentation that clearly evidences that the programme fully meets the requirement for 50 percent theory and 50 percent practice. (SFNME R5.3; SSSA R1.2; SPSCPHN Standard 3) (NMC and university condition)

Date: 21 April 2021

Post event review

Identify how the condition(s) is met

Condition one: The revised PAD, programme handbook and programme structure demonstrate how the PAD is integrated across the programme, confirming how students meet the SPSCPHN. Consolidated practice is clearly identified in the revised year plan and PAD.

Condition one is met.

Evidence:

Revised, PAD, undated

Revised, programme handbook, 2022-2022, undated

Revised, programme structure, undated

Revised, year plan, undated

Condition two: The revised programme specification, programme structure and plan provide evidence that the programme meets the requirement for 50 percent theory and 50 percent practice.

Condition two is met.

Evidence:

Revised, year plan, undated

Revised, programme structure, undated

Revised, programme specification, undated

Date condition(s) met: 28 May 2021

Revised outcome after condition(s) met:

MET **NOT MET**

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**

Programme documentation confirms that, except for the three weeks gaining experience in alternative setting practice days, practice learning is supported by SCPHN practice assessors and practice supervisors from the same field of practice as students. Practice learning remains supervised within the alternative weeks of practice. Programme documentation doesn't clearly identify where students undertake consolidated practice comprising a minimum of 10 weeks. There's a programme plan that includes information related to practice, theory, study and annual leave days. The programme plan and the PAD don't clearly identify how the programme structure ensures that there's an integration of the PAD and the period of consolidated practice to ensure that students meet the SPSCPHN across the programme. (Condition one)

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

YES **NO**

The programme plan and the PAD don't clearly identify how the programme structure ensures that there's an integration of the PAD and the period of consolidated practice to ensure students meet the SPSCPHN across the programme. (Condition one)

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

YES NO

The programme plan and the PAD don't clearly identify how the programme structure ensures that there's an integration of the PAD and the period of consolidated practice to ensure students meet the SPSCPHN across the programme. (Condition one)

Outcome

Is the standard met?

MET **NOT MET**

The programme plan and the PAD don't clearly identify how the programme structure ensures that there's an integration of the PAD and the period of consolidated practice to ensure students meet the SPSCPHN across the programme.

Condition one: Provide an explicit programme structure that clearly articulates how the PAD and consolidated practice are integrated to ensure that all SCPHN programme requirements are met. (SFNME R5.6, R5.7; SSSA R1.3; SPSCPHN Standard 2, Standard 3, Standard 4) (NMC and university condition)

Date: 21 April 2021

Post event review

Identify how the condition(s) is met

Condition one: The revised PAD, programme handbook and programme structure demonstrate how the PAD is integrated across the programme, confirming how students meet the SPSCPHN. Consolidated practice is clearly identified in the revised year plan and PAD.

Condition one is met.

Evidence:

Revised, PAD, undated

Revised, programme handbook, 2022-2022, undated

Revised, programme structure, undated Revised, year plan, undated	
Date condition(s) met: 28 May 2021	
Revised outcome after condition(s) met:	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>

Standard 5: Academic standard of programme	
<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
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: 21 April 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

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 a fall back exit postgraduate diploma award for students who don't undertake the final dissertation and who meet the requirements of the SPSCPHN. This fall back exit does confer to NMC registration.

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: 21 April 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 requirement

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**

Documentary evidence and the modification visit confirm that students are able to experience a range of learning opportunities to enable them to develop and meet the required standard to ensure safe and effective practice or entry to the register as a HV or SN. The programme comprises of modules and assessments that address the contemporary public health agenda.

- 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**

Documentary evidence confirms that the curriculum and practice learning reflects contemporary HV and SN practice and is designed to support students to meet the SPSCPHN. Practice supervisors support students to experience practice learning opportunities that support progression towards achievement of the SPSCPHN. Practice assessors document achievement of the SPSCPHN in the PAD; academic assessors confirm agreement that's recorded in the PAD.

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: 21 April 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 EPs confirm that students are allocated to suitably qualified and prepared practice assessors and practice supervisors. Practice assessors are identified by employing organisations prior to commencement of the programme. EPs tell us that practice assessors are prepared for their role and are encouraged to attend update sessions. The roles and responsibilities of practice assessors, practice supervisors and academic assessors are clearly detailed in student and practice assessor facing documents.

Programme documentation and academic staff curricula vitae confirm that students are allocated to suitability qualified academic assessors who form a student support partnership with practice assessors in both academic and practice environments. On commencement of the programme, students complete a self-assessment analysis to ensure that any additional learning needs are supported. Documentary evidence and students confirm that student services support individual learning plans to ensure reasonable adjustments can be made. Students confirm that they are well supported in both theory and practice.

There are quarterly meetings for apprenticeship SCPHN students in practice. The UNN operations manual clearly identifies the policy for the regularity of all meetings; including details of why meetings are needed, the quantity, who attends and how they are managed. Work-based apprentice coaches engage in the practice meetings. Coaches work with academic assessors and EPs to ensure that students are supported; they ensure that there's sound communication between practice assessors and academic assessors. A senior UNN member of staff confirms that this role doesn't undermine or replace the operationalisation of the SSSA.

Documentary evidence confirms that 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 adverse Care Quality Commission reporting. Where required, action plans are developed, and placements can be withdrawn where there are concerns over public protection. The programme team tell us that they hold minuted staff and student meetings twice in each academic year. Student representatives, the programme team and

EPs attend the meetings and tell us that they have an opportunity to discuss the programme and explore challenges and, where necessary, develop 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**

Unchanged through this modification.

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: 21 April 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 specification, programme handbook, PAD and module descriptors demonstrate that varied experiences are offered in theory and in practice learning environments. The programme documentation confirms that core and specific modules are integrated throughout the programme. A blended learning approach continues across the programme and includes a range of learning, teaching and assessment strategies supported by the VLE. Lectures, e-learning materials, workshops, seminars, simulated learning and action learning sets are central to this process. The development of the programme as an apprenticeship route meets EP service requirements. Students tell us that they have access to learning materials. HV and SN students share learning with students from other professional programmes including the SPQ DN programme. Students confirm that there are opportunities to learn from a range of health professionals in the practice learning environment.

Outcome

Is the standard met?

MET **NOT MET**

Date: 21 April 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 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 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 **NOT MET**

Programme documentation demonstrates that the programme provides a knowledge base to facilitate contemporary practice and public health. Students tell us that the programme prepares them with the knowledge and theoretical perspectives underpinning their clinical practice.

Outcome

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

Date: 21 April 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

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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
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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

MET **NOT MET**

The assessment strategy is clearly articulated in the programme documentation, demonstrating that there's a variety of assessments used to test knowledge and achievement of the SPSCPHN. Assessments include an invigilated objective structured clinical examination, practice assessment evidenced in the PAD, a community assessment profile, research proposal, electronic poster presentation and a project. The V100 is assessed in numeracy and pharmacology examinations, a written assessment and prescribing practice assessment in the PAD.

Assessments are internally and externally moderated by an appropriately qualified external examiner.

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: 21 April 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 NO

- 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

A part-time route isn't being considered for approval.

Outcome

Is the standard met?

MET NOT MET

Date: 21 April 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

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	
<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 domains below are met or not met</p> <p>4 domains:</p> <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 <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Documentary evidence confirms that the four domains of public health practice continue to underpin the NMC SCPHN principles.</p>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 21 April 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	

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 for specialist community public health nurses</i> (NMC, 2004) (Gateway three)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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 checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: Only HV and SN apprenticeship routes are being proposed.		
List additional documentation: Post visit documentation: Revised, PAD, undated Revised, programme specification, undated Revised, programme handbook, 2022-2022, undated Revised, programme structure, undated Revised, year plan, undated Response to conditions approval report, approved by the chair of the approval panel, 28 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 checked="" type="checkbox"/>	<input 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: SCPHN, HV, September 2020 x two SCPHN, SN, September 2020 x one		

Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
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: UNN is an established AEI; visits to facilities weren't needed.		
Additional comments: None identified.		

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record

Final Report

Author(s):	Jane Howarth	Date:	3 May 2021
Checked by:	Bernadette Martin	Date:	13 May 2021
Submitted by:	Amy Young	Date:	5 July 2021
Approved by:	Leeann Greer	Date:	8 July 2021

