Programme Major Modification report

Section one

Programme provider name:	Teesside University
In partnership with: *(Associated practice learning partners and /or employer partners involved in the delivery of the programme)*	Harrogate and District NHS Foundation Trust Sunderland and South Tyneside NHS Foundation Trust Education and social care providers
Programme reviewed: *This is the NMC programme title(s)*	**Specialist community public health nursing:** Health visiting ☒ School nursing ☒ Occupational health nursing ☐ Family health nursing ☐ Generic ☐ **Apprenticeship route** ☒ Health visiting apprenticeship ☒ School nursing apprenticeship ☒
Current AEI programme title(s): *Please include the title of the programme(s) affected by this modification or add N/A if the modification doesn't apply to a current AEI programme/route (for example new routes are being added that have a different title to those already approved)*	PgDip Specialist Community Public Health Nursing Health Visiting PgDip Specialist Community Public Health Nursing School Nursing

Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	N/A
Additional AEI programme title(s) if applicable: *Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A*	PgDip Specialist Community Public Health Nursing (Health Visiting) Apprenticeship PgDip Specialist Community Public Health Nursing (School Nursing) Apprenticeship
Academic level of current programme:	
SCPHN Health visiting	England, Wales, Northern Ireland ☒ Level 6 ☒ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN School nursing	England, Wales, Northern Ireland ☒ Level 6 ☒ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN Occupational health nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN Family health nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF

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

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

	☐ Level 11
	☐ N/A
Programme start dates: SCPHN Health visiting SCPHN School nursing SCPHN Occupational health nursing SCPHN Family health nursing SCPHN Generic SCPHN Health visiting apprenticeship SCPHN School nursing apprenticeship	 6 September 2021 6 September 2021 6 September 2021 6 September 2021
Date of modification:	2 March 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Theresa Titchener

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Section two

Summary of review and findings
Teesside University (TU), school of health and life sciences (the school) has an established record of delivering specialist community public health nursing (SCPHN) programmes. TU present a modification to add a SCPHN apprenticeship route to the existing approved postgraduate diploma in SCPHN health visiting (HV) and school nursing (SN) programme. The modification also includes adoption of the Standards for student supervision and assessment (SSSA) (2018). The programme was originally approved by the Nursing and Midwifery Council (NMC) on 18 May 2018. The modified programme is proposed as a full-time one year non-integrated apprenticeship route with integrated community practitioner nurse prescriber (V100) nurse prescribing. The V100 is approved for the Standards for prescribing programmes (SPP) (NMC, 2018) since 26 February 2021. The programme's delivered at academic level seven. On successful completion of the NMC approved SCPHN programme students will progress to undertake the apprenticeship non-integrated end point assessment (EPA), with the full apprenticeship programme delivered over 78 weeks. The programme's mapped to the Standards of proficiency for SCPHN (SPSCPHN) (NMC, 2004). The apprenticeship programme is developed in partnership with employer partners (EPs) from Harrogate and District NHS Foundation Trust, Hartlepool Borough Council, Redcar and Cleveland Borough Council and Sunderland and South Tyneside NHS Foundation Trust. All EPs have provided written commitment to support NMC programme standards. The programme documentation and approval process confirm that there's evidence of collaborative partnership working between TU key stakeholders including EPs and students. There's evidence of robust support for the development of the SCPHN apprenticeship programme from EPs. They confirm involvement in the development of and commitment to support the programme. TU have robust attendance policies and processes for supporting supernumerary status. The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is not met at programme level and is subject to one condition.

There's clear documentation to support the role of practice assessors and practice supervisors with the SCPHN programme. However, at the approval visit practice assessors tell us they're not clear on their roles. There's a lack of consistent understanding of their roles and responsibilities. The SSSA are not met at programme level and are subject to one condition.

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

The programme modification is recommended for approval subject to two NMC conditions. Four university recommendations are made.

Updated 13 April 2021:

Evidence is provided to meet the two NMC conditions.
The conditions are 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 to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐

Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: The programme team must demonstrate how service users are involved in the design, development, delivery, and co-production of the programmes. (SFNME R1.12) **Selection, admission and progression:** None identified. **Practice learning:** Condition two: Programme team must ensure consistency with regard to the roles and responsibilities of practice assessors, practice supervisors and academic assessors. (SSSA R3.3, R7.2; SPSCPHN Standard 7) **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	12 April 2021
Recommendations to enhance the programme delivery:	Recommendation one: Monitor progress on the change to an integrated EPA within the apprenticeship standard, and progress modification to the course as appropriate. (University recommendation) Recommendation two: Monitor supernumerary status for all students. (University recommendation) Recommendation three: Consider an alternative term to describe the additional 75-day consolidation period

	to avoid confusion with the consolidation block within the standard delivery. (University recommendation) Recommendation four: The course team are encouraged to. • engage with their anticipated regular visits to practice which will provide opportunities to enhance recent practice knowledge and share learning experiences within theory sessions. • ensure consistency of the course narrative across all practice settings and providers, through more structured mechanisms. (University recommendation)
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met		
Commentary post review of evidence against conditions: The programme team have produced a clear action plan which maps where service users and carers (SUCs) will be involved in the development, delivery and co-production of the SCPHN programme, together with updated documentation. Condition one is now met. The programme team have produced a clear action plan and supporting documents which demonstrate how the roles and responsibilities of practice assessors, practice supervisors and academic assessors will be updated and prepared. They also include how this activity will be evaluated. Condition two is now met. The programme modification is recommended for approval.		
AEI Observations	**Observations have been made by the education institution** **YES** ☐ **NO** ☒	
Summary of observations made, if applicable		

Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒
	Recommended to refuse approval of the programme ☐
Date condition(s) met:	13 April 2021

Section three

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC, 2018) **Standard 1: The learning culture:** R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders R1.13 work with service providers to demonstrate and promote inter-professional learning and working **Standard 2: Educational governance and quality:**

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC *Standards for student supervision and assessment*

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

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

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

R5.14 a range of people including service users contribute to student assessment

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

Documentary evidence and the approval visit demonstrates that there's effective and committed partnership working between the programme team and key stakeholders. There's evidence of a commitment by EPs to work together with TU to develop, deliver and continually enhance the programme. The school has robust policies and processes for programme governance which stakeholders tell us they have confidence in. There's a fitness to practise policy and EPs tell us they know how to raise concerns. They tell us they're fully supported by the programme team.

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

Documentary evidence, EPs and programme team confirm adoption of SSSA. Apprentices will be assigned to practice assessors, practice supervisors and academic assessors. Documentary evidence indicates that practice assessors and practice supervisors are being prepared for their roles. However, at the approval visit practice assessors and practice supervisors tell us they're not clear on their roles. There's lack of consistent understanding of their roles and responsibilities with the SCPHN apprentices. (Condition two)

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

The school SUC involvement strategy provides guidance for the development and use of SUCs. SUCs tell us they're not consulted about, or contribute towards programme design, development, delivery and co-production of the programmes. There's no evidence of the involvement of SUCs in the development, delivery and co-production of the apprenticeship programme. (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 1: *Standards framework for nursing and midwifery education*

MET ☐ **NOT MET** ☒

There's no evidence of the involvement of service users in the development, delivery and co-production of the programme.

Condition one: The programme team must demonstrate how service users are involved in the design, development, delivery, and co-production of the programmes. (SFNME R1.12)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: *Standards for student supervision and assessment*

MET ☐ **NOT MET** ☒

Practice assessors, practice supervisors and academic assessors lack clarity with regard to their roles and responsibilities.

Condition two: Programme team must ensure consistency with regard to the roles and responsibilities of practice assessors, practice supervisors and academic assessors. (SSSA R3.3, R7.2; SPSCPHN Standard 7)

Post event review

Identify how the condition(s) is met:

Condition one: The programme team have produced a clear action plan which maps where SUCs will be involved in the development, delivery and co-production of the SCPHN programme, together with updated documentation.

Condition one is now met.

Evidence:

SCPHN apprenticeship practice learning handbook, September 2021
Practice assessment document (PAD), PgDip, SCPHN apprenticeship, undated
SCPHN apprenticeship consolidation booklet, September 2021
SCPHN apprenticeship action plan, undated
Course specification, PgDip, SCPHN apprenticeship, undated

Condition two: The programme team have produced a clear action plan and supporting documents which demonstrate how the roles and responsibilities of practice assessors, practice supervisors and academic assessors will be updated and prepared. They also include how this activity will be evaluated.

Condition two is now met.

Evidence:

SCPHN apprenticeship practice learning handbook, September 2021
PAD, PgDip, SCPHN apprenticeship, undated
SCPHN apprenticeship consolidation booklet, September 2021
SCPHN apprenticeship action plan, undated
Course specification, PgDip, SCPHN apprenticeship, undated
Student handbook, PgDip SCPHN apprenticeship, September 2021

Date condition(s) met: 13 April 2021

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

Community Practitioner Nurse Prescriber (V100)

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

Optional ☐   Integrated ☒

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:

26 February 2021

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 <u>evaluative summary</u> 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 programme team tell us that there are no students transferring to the proposed programme.

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

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

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

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

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

Standards of proficiency for entry to the register

Context of practice

- The standards of proficiency apply for entry to the specialist community public health nurses' part of the NMC register.

- They must be achieved within the context of the practice route followed by the student. This provides comparability of proficiency at the point of entry to the register, whilst ensuring that the specific knowledge, skills and proficiencies

pertaining to each field of specialist community public health nursing are achieved for safe and effective practice.

Findings against the standard and requirements
Evidence provides assurance that the following is met: • The standards of proficiency apply for entry to the specialist community public health nurses' part of the NMC register.   Yes ☒   No ☐
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the standard/requirement is met or not met • The standards of proficiency are achieved within the context of the practice route followed by the student. This provides comparability of proficiency at the point of entry to the register, whilst ensuring that the specific knowledge, skills and proficiencies pertaining to each field of specialist community public health nursing are achieved for safe and effective practice.   **MET ☒   NOT MET ☐** Course specification confirms that applicants to the apprenticeship route must be registered with the NMC on part 1 as a nurse or midwife. The course specification states that EPs are responsible for disclosure and barring service checks and occupational health screening prior to commencing the programme. Students tell us they're fully supported in practice by a qualified SCPHN practice assessor from the same field of practice. They confirm practice proficiencies are assessed and recorded in the PAD by their practice assessor.
Outcome
Is the standard met?   **MET ☒   NOT MET ☐** **Date:** 2 March 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: • Programmes are required to have an overall length of 52 weeks (of which 45 are programmed weeks). **Yes ☒   No ☐** • There is no maximum time limit within which the programme must be completed, and programme providers must ensure that they have in place processes to manage interruptions to the study of programme for whatever reason **Yes ☒   No ☐**

Outcome
Is the standard met?   **MET ☒ NOT MET ☐** **Date:** 2 March 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 2: Structure of programme

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

Findings against the standard and requirements

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

- 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** ☐

Unchanged since original approval on 18 May 2018.

- 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 course module learning outcomes are mapped against the SPSCPHN. Students study six core modules. These include two 30-credit modules; advancing safe and effective practice in either HV or SN and contemporary public health in practice. There are a further two 20-credit modules; developing research projects and implementing evidence-based practice. Two 10-credit modules, advancing community practitioner prescribing and advancing leadership skills in specialist community public health practice, are also included. Students participate in specialist groups to ensure theory is applied to the practice route being followed. Students tell us that there's specific sessions in the course modules related to their field of practice.

Students tell us that assessments ensure they focus on their defined area of practice. Programme documentation confirm that all core modules must be passed to successfully complete the programme. Students must successfully complete the requirements of the programme to register with the NMC before they enter the EPA period.

EPs tell us that students are allocated to practice assessors and practice supervisors by their employing organisation prior to commencement of the programme. Due consideration is given to individual needs and geographical location when allocating practice learning environments. Students confirm that they work with practice assessors and practice supervisors for the duration of the programme. They tell us that practice assessors and practice supervisors support them to identify learning needs to enable them to meet their practice learning proficiencies. This is documented in the PAD as an ongoing record of learning and professional development and is assessed by the practice assessor and confirmed by the academic assessor. Student tell us they're able to experience a range of

practice learning opportunities enabling them to develop and meet the required standard to ensure safe and effective practice.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met				
	YES	☒	**NO**	☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to assessment are met				
	YES	☒	**NO**	☐

Outcome			
Is the standard met?	**MET** ☒	**NOT MET** ☐	
Date: 2 March 2021			

Post event review
Identify how the condition(s) is met:
N/A
Date condition(s) met:
N/A

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

Standard 3: Balance of practice and theory
• The balance between practice and theory in the programmes will be 50 percent practice and 50 percent theory across the whole programme. • A consolidating period of practice equivalent to at least 10 weeks at the end of the programme is required to enable students to consolidate their education and competence in the practice field.
Findings against the standards and requirements
Evidence provides assurance that the following requirements are met:

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

  Yes ☒   **No** ☐

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

  Yes ☒   **No** ☐

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

Date: 2 March 2021

Post event review

Identify how the condition(s) is met
N/A

Date condition(s) met:
N/A

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

Standard 4: Defined areas of practice

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

potential area of responsibility, even if not central to the defined area of practice.

Findings against the standards and requirements

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirements below are met or not met

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

MET ☒ **NOT MET** ☐

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

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

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

YES ☒ **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met		**YES** ☒	**NO** ☐	

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐   **Date:** 2 March 2021

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

Standard 5: Academic standard of programme
• The minimum academic standard of specialist community public health programmes remains that of a first degree.
Findings against the standards and requirements
Evidence provides assurance that the following requirement is met: The minimum academic standard of specialist community public health programmes remains that of a first degree.   **Yes** ☒   **No** ☐
Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met   **YES** ☒   **NO** ☐
Outcome

Is the standard met?	MET ☒ NOT MET ☐
Date: 2 March 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	

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

Findings against the standards and requirements
Fall Back Award If there is a fall back exit award with registration as a SCPHN all NMC standards and proficiencies are met within the award YES ☐ NO ☐ N/A ☒ There's no fall back exit award with eligibility to register as a SCPHN with the NMC.
Assurance is provided that the *Standards framework for nursing and midwifery education relevant* to the qualification to be awarded are met YES ☒ NO ☐

Outcome	
Is the standard met?	MET ☒ NOT MET ☐
Date: 2 March 2021	

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

Standard 6: Content of curriculum
- The content of the curriculum for specialist community public health nursing programmes should be that which will enable the achievement of the standards of proficiency sufficient for safe and effective practice for entry to the register as a specialist community public health nurse.   - Where a student intends to work in a particular area of practice, content must enable sufficient learning to take place within that area to ensure safe and effective practice. The outcomes and standards for proficiency should be read in conjunction with the guiding principles.
Findings against the standards and requirements

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

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

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MET ☒ **NOT MET** ☐
</div>

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

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

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

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MET ☒ **NOT MET** ☐
</div>

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

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

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YES ☒ **NO** ☐
</div>

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

Date: 2 March 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: N/A	**MET** ☐	**NOT MET** ☐

Standard 7: Student support
• Students should be supported in both academic and practice learning environments by appropriately qualified teachers. • It is expected that teachers in the practice field, as well as those leading academic programmes, will hold qualifications and experience relevant to the area of practice in which they are supporting students, as they will be required to contribute to summative assessments.
Findings against the standards and requirements

Nursing & Midwifery Council

Better, safer care through quality assurance of nursing, midwifery and nursing associate education.

MOTT MACDONALD

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

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

MET ☐   **NOT MET** ☒

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

Programme documentation and academic staff curricula vitae (CVs) confirm that students are allocated to suitably qualified academic assessors who form a support partnership with them and their practice assessor in both academic and practice environments. Students are also supported by a work-based assessor. The work-based assessor is a member of the university team and they provide additional non-clinical support for students; this is a new role within TU to support students across all apprenticeship pathways. TU student services provide a range of information, advice and counselling. Documentary evidence confirms that student services support individual learning plans to ensure reasonable adjustments can be made at TU and practice learning environment. Students confirm they are well supported in both theory and practice.

EPs confirm that academic assessors contact the practice learning environment at least twice during the year to review student performance. The PAD confirms there's communication between practice assessors, practice supervisors and academic assessors who confirm agreement that students have met the proficiencies in the PAD. Programme documentation confirms that students who undertake the V100 award must have an identified and suitably qualified community practitioner nurse prescriber practice assessor. The programme team and EPs tell us that there are sufficient SCPHN prescribing practice assessors to support students undertaking the V100.

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

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

MET ☒ **NOT MET** ☐

Programme documentation indicate the designated programme leader is an NMC registered SCPHN HV. The CVs for academic staff contributing to the programme demonstrate they have appropriate qualifications and experience. Academic assessors are members of the programme team. Students are allocated to an academic assessor from the same field of practice.

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

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met **YES** ☒ **NO** ☐	
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* are met **YES** ☐ **NO** ☒ Practice assessors, practice supervisors and academic assessors lack clarity with regard to their roles and responsibilities. (Condition two)	

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

Practice assessors and practice supervisors tell us they are not clear on their roles and responsibilities.

Condition two: Programme team must ensure consistency with regard to the roles and responsibilities of practice assessors, practice supervisors and academic assessors. (SSSA R3.3, R7.2; SPSCPHN Standard 7)

Date: 2 March 2021

Post event review

Identify how the condition(s) is met

Condition two: The programme team have produced a clear action plan and supporting documents which demonstrate how the roles and responsibilities of practice assessors, practice supervisors and academic assessors will be updated and prepared. They also include how this activity will be evaluated.

Condition two is now met.

Evidence:

SCPHN apprenticeship practice learning handbook, September 2021
PAD, PgDip, SCPHN apprenticeship, undated
SCPHN apprenticeship consolidation booklet, September 2021
SCPHN apprenticeship action plan, undated
Course specification, PgDip, SCPHN apprenticeship, undated
Student handbook, PgDip SCPHN apprenticeship, September 2021

Date condition(s) met: 13 April 2021

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

Standard 8: Nature of programme

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

Findings against the standards and requirements
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met • The programme is arranged so that teaching and learning of both core principles and those specific to particular practice routes are integrated through the whole programme at a level beyond initial registration as a nurse or midwife. This will provide opportunities for appropriate shared learning between areas of community public health.   **MET** ☒   **NOT MET** ☐ The programme provides post registration education at academic level seven. The course handbook, course specification and module specification demonstrate that varied experiences are offered in theory and in the practice learning environment. The development of the programme as an apprenticeship route meets the EP service requirement. Students tell us that there are opportunities to learn from a range of health professionals in the practice learning environment. HV and SN learning is shared with students from other professional programmes. The implementing evidence-based practice module and developing research projects module is shared with allied health professional students.
Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐ **Date:** 2 March 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 <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met • In order to provide a knowledge base for practice, contemporary theoretical perspectives and public health standards are explored. **MET** ☒ **NOT MET** ☐ The programme team's CVs confirm engaging and contemporary academic staff who understand and actively engage in research that underpins SCPHN practice. The programme uses a blended approach to learning, giving flexibility to students. Technology enhanced learning is embedded with the virtual learning environment (VLE) and provides a range of resources to support student learning. There's ongoing staff development in the enhanced use of technology in teaching and learning, drawing on the expertise of the digital learning specialists within the team. Students tell us they're able to access module content and learning materials online. They confirm they also use the VLE to access e-books and journals to supplement their learning activities.
Outcome
Is the standard met? **MET** ☒ **NOT MET** ☐ **Date:** 2 March 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 10: Assessment

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

Findings against the standards and requirements

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirements below are met or not met

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

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MET ☒ **NOT MET** ☐

</div>

Programme documentation demonstrates that appropriate and varied assessments are used to test knowledge and achievement of the SPSCPHN. These include for example marked coursework, reflective analysis and a poster presentation. The advancing safe and effective practice in HV and SN module includes a timed invigilated stimulation exercise which addresses the learning outcomes for the module. V100 students are required to complete two unseen examinations which they must successfully pass to meet the requirements for V100 prescribing.

Students must pass all assessments to successfully complete the programme. Students undertake the EPA once all the NMC requirements have been met.

All assessments are scrutinised by an external examiner. There's no compensation in the assessments. Students tell us there's a range of assessments to test their knowledge and understanding; while challenging, these support their professional development.

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

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YES ☒ **NO** ☐

</div>

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

<div align="right">

YES ☒ **NO** ☐

</div>

Outcome

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

Date: 2 March 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 11: Student status and supernumerary status
- Students undertaking programmes of preparation for specialist community public health nursing practice will be directed throughout by the approved educational institution; and shall have supernumerary status to enable them to achieve the required standards of proficiency. In this instance supernumerary status means, in relation to a student, that she shall not as part of her programme of preparation be employed by any person or body under a contract of service to provide community public health nursing care.   - Where part time students are being employed at the same time as undertaking a programme of preparation, provision must be made to ensure that students are able to obtain suitable learning experiences for a period equivalent to 50 percent of the programme.
Findings against the standards and requirements
Evidence provides assurance that the following requirement is met: Students undertaking programmes of preparation for specialist community public health nursing practice are directed throughout by the approved educational institution; and have supernumerary status to enable them to achieve the required standards of proficiency. In this instance supernumerary status means, in relation to a student, that she shall not as part of her

programme of preparation be employed by any person or body under a contract of service to provide community public health nursing care.

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** ☐

Outcome
Is the standard met? **MET** ☒ **NOT MET** ☐
Date: 2 March 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

Nursing & Midwifery Council

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Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the domains below are met or not met

4 **domains:**
- Search for health needs

- Stimulation of awareness of health needs

- Influence on policies affecting health

- Facilitation of health enhancing activities

MET ☒ **NOT MET** ☐

The four domains of public health practice continue to underpin the 10 key principles which make up the SPSCPHN.

Outcome
Is the standard met?   **MET** ☒ **NOT MET** ☐
Date: 2 March 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

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s)	☒	☐
Module descriptors SCPHN HV SCPHN SN	☒	☐
Student facing documentation including: programme handbook SCPHN HV SCPHN SN	☒	☐
Practice assessment documentation (PAD)	☒	☐
Practice placement handbook:	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) at programme level (Gateway one)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway two)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards of proficiency for specialist community public health nurses (NMC, 2004)* (Gateway three)	☒	☐

Curricula vitae for relevant staff	☒	☐
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐
If you stated no above, please provide the reason and mitigation:		
List additional documentation: Post visit documentation: SCPHN apprenticeship practice learning handbook, September 2021 PAD, PgDip, SCPHN apprenticeship, undated SCPHN apprenticeship consolidation booklet, September 2021 SCPHN apprenticeship action plan, undated Course specification, PgDip, SCPHN apprenticeship, undated Student handbook, PgDip SCPHN apprenticeship, September 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	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐

If yes, please identify cohort year/programme of study: Current HV student, completing December 2021 x one Current SN student, completing December 2021 x two		
Service users and carers	☒	☐
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)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		
If you stated no above, please provide the reason and mitigation: This is an established AEI and visits to facilities weren't needed.		
Additional comments: None identified.		

Final Report			
Author(s):	Theresa Titchener	Date:	10 March 2021
Checked by:	Pat Hibberd	Date:	17 March 2021
Submitted by:	Amy Young	Date:	5 May 2021
Approved by:	Leeann Greer	Date:	5 May 2021