



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Post-registration qualifications leading to:

**Specialist Practitioner - Health and Social Care
Nursing with integrated Independent and
Supplementary Prescribing (V300)**

Teesside University

May 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)		Teesside University Middlesbrough TS1 3BX			
AEI/EI Institution Identifier [UKPRN]		10007161			
Name and location of programme delivery partner(s) if not the AEI/EI noted above		N/A			
Name of new employer partners for apprenticeships		County Durham and Darlington NHS Trust (CDDFT) Gateshead NHS Trust North Tees and Hartlepool NHS Trust South Tees Hospitals NHS Trust South Tyneside and Sunderland NHS Trust Practice Plus Group Spectrum Community Health CIC Tees, Esk and Wear Valley NHS Trust (TEWV)			
Approval type		Major modification			
Name of programme					
NMC programme title	AEI/EI programme title (in full)	Academic level(s)	Apprentice-ship	Full-time	Part-time
Specialist Practitioner - Health and Social Care Nursing with integrated Independent and Supplementary Prescribing (V300)	PgDip Specialist Practice (Health & Justice Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specialist Practitioner - Health and Social Care Nursing with integrated Independent and Supplementary Prescribing (V300)	PgDip Specialist Practice (Health & Justice Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Interim awards available There are no interim awards for this qualification that lead to NMC registration	
Proposed programme start date	15 September 2025
Standard(s) under assessment	<input checked="" type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for pre-registration nursing programmes Note that the AEI has taken a programme-centred approach to Part 2: Standards for student supervision and assessment and therefore Part 2 has been reviewed, in the context of this programme, through this current review.
Date of visit	20 May 2025
Visitor team	Registrant Visitors: Mrs Teresa Davies Ms Sarah Beresford Lay Visitor: Ms Janet Faulkner

Executive summary

Quality Assurance Reviews (QARs) are undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval (or otherwise) of the above-named programme(s) or in relation to the approval (or otherwise) of major modifications to the above-named programme(s). Reviews follow the Gateway approach to programme approvals and major modifications, as outlined in [QAA Guidance for Approved Education Institutions and Education Institutions on NMC Quality Assurance Reviews](#).

Reviews involve a period of desk-based analysis with the opportunity for NMC visitors to request further information, evidence or clarification and a conjoint visit with the Approved Education Institution (AEI) or Education Institution (EI) programme approval panel. All evidence submitted by the AEI or EI is reviewed by the visitors.

Visits enable both the NMC visitors and the AEI or EI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI or EI ability to meet the NMC standards. Visits will normally include meetings with a range of stakeholders such as students, people who use services and carers, employers, practice learning partners, the programme team and senior managers.

For programme approvals all standards within Part 3: Standards for pre-registration nursing are reported upon. For major modifications only those Part 3 standards impacted by the modification are reported upon. The visitor team confirms with the AEI/EI which Part 3 standards are in scope for a major modification.

Following a review, a draft report is shared with the AEI/EI for the purposes of confirming factual accuracy before the report is finalised.

The conjoint visit with Teesside University approval panel took place on 20 May 2025.

Context for the review

Teesside University (TU) is seeking a modification to its existing Specialist Practice Qualification (SPQ) to extend the programme by introducing a second distinct field of practice with a particular focus on Health and Justice Nursing. The proposed development will result in an overarching programme titled Specialist Practice Qualification, comprising two defined pathways: SPQ (District Nursing) and SPQ (Health and Justice Nursing). This expansion reflects the University's continued commitment to meeting evolving workforce needs and supporting the preparation of specialist practitioners in diverse community contexts.

In the development of this new field of practice, TU undertook consultation with senior and practice staff from both practice learning partners (PLPs) and employer partners (EPs), and students from the current district nursing field of practice. Stakeholders have been involved in the design of the programme and will be involved with supporting the delivery of the new field of practice.

The visitor team met with a range of senior staff and practice assessors (PAs) and practice supervisors (PSs) from the PLPs and EPs, current students from the district nursing programme, and representatives from the TU Service Users Group. All new EPs listed in the table above were present and were joined by a selection of the current EPs and PLPs.

The **final recommendation** made by the visitor team to the NMC, following consideration of the TU response to any conditions required by the approval panel, is as follows:

Programme is recommended to the NMC for approval. The programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

The findings of the NMC visitor team's review are explained in more detail in the following sections. This includes a summary of any conditions of approval and confirmation of whether these have been satisfactorily addressed.

Where Part 2: Standards for student supervision and assessment is reviewed simultaneously with Part 3: Standards for post-registration programmes, the associated summary of findings is recorded as Annexe 1.

Conditions and recommendations

The **provisional judgement** of the visitor team following the visit and prior to the consideration of TU's response to any conditions was as follows:

Programme is recommended to the NMC for approval after conditions are met to ensure the programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

Conditions

Conditions				
No.	Condition details	Specific standard(s) not met	NMC only/ Joint	AEI/EI only
C1	Update the module mapping template to ensure all proficiencies (5.11 Leadership Platform) are included and mapped to the knowledge, skills and behaviours (KSBs) and ensure the learning outcomes reflect this.	Part 3: Standard 2.5	Joint	
Date for all conditions to be met to meet intended delivery date		13 June 2025		

Joint conditions relate to both NMC standards and TU programme approval outcomes. All conditions must be met in order for a programme to be recommended to the NMC for final approval.

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only/ Joint	AEI/EI only
R1	Encourage facilitation opportunities to work across the university and within schools to facilitate the use of resources.			AEI Only
R2	Continue to monitor and ensure parity of support available to stakeholders, including practice assessors and supervisors to secure resources available to allow them to fulfil their role.	Part 2: Standards 1.4 & 6.3	NMC Only	

Recommendations are to be addressed and reported in the annual self-assessment report.

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard(s)	NMC only/ joint
	None		

Response to conditions

The visitor team reviewed in full the response(s) and evidence from TU to the conditions set. The findings of the visitor team with regard to responses to individual conditions are recorded below.

Response to NMC and Joint NMC/AEI/EI conditions

Response to conditions		
No.	Condition details	Findings
C1	Update the module mapping template to ensure all proficiencies (5.11 Leadership Platform) are included and mapped to KSBs and ensure the learning outcomes reflect this.	The visitor team reviewed the updated module learning outcomes and associated mapping documentation and confirms that all proficiencies have been included and mapped. The updated documentation demonstrates that the standards of proficiency for SPQ are mapped to the course learning outcomes. Confirmation was received from the chair of the conjoint panel confirming that TU where satisfied the condition had been met. The visitor team therefore considers that for Condition C1, TU has fully addressed the requirements of the condition and Standard 2.5 is met.

The visitor team considers that all conditions listed above have been satisfactorily addressed resulting in the visitor team being able to confirm that all required NMC standards are met.

The **final recommendation** made by the visitor team to the NMC, following consideration of TU's response to any conditions set, is therefore as follows:

All conditions relating to this programme have been addressed and **the programme is recommended to the NMC for approval**. The programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

Explanation of findings for Part 3

1: Selection, admission, and progression

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable to this major modification
1.1	<p>Ensure that on entry to the programme the applicant is an:</p> <p>1.1.1 NMC registered nurse (level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC approved specialist community public health nurse (SCPHN) programme.</p> <p>1.1.2 NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved community nursing specialist practice qualification (SPQ) programme.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Confirm on entry that each applicant selected to undertake SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Provide opportunities that enable eligible NMC registered nurses and/ or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.4	Provide opportunities that enable eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Confirm that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected learning time, to enable students to undertake and be appropriately supported throughout the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	<p>Consider recognition of prior learning that is capable of being mapped to the:</p> <p>1.6.1 programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice.</p> <p>1.6.2 programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Where programmes intend to offer SCPHN and/or SPQ students' admission to an NMC approved independent/supplementary (V300) prescribing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	programme consider recognition of prior learning that is capable of being mapped to the RPS Competency Framework for all Prescribers for applicants.				
.8	Where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing programme to SCPHN and/or SPQ students, ensure that the applicant is a registered nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

1. The visitor team considered a range of evidence linked to the proposed modification, including the programme specification and programme handbooks. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, people who use services and carers (PSCs) as well as representatives from practice learning partners (PLPs) and employer partners (EPs).
2. In considering Standard 1.1, the visitor team reviewed the programme specification which confirms that applicants must have an NMC valid registration as a registered first level nurse and have a degree or degree equivalent qualification. Applicants without a degree may be considered via the recognition of prior learning (RPL) process. They must also meet the entry criteria for the non-medical prescribing (NMP) module.
3. In considering Standard 1.2, the visitor team reviewed the programme specifications and confirmed that the entry criteria, developed in collaboration with the PLPs, are appropriate to ensure that applicants possess the academic capability to study at Level 7. The combination of clearly defined entry requirements and a structured interview process effectively supports the assessment of applicants' academic readiness. Robust RPL processes are in place to ensure that applicants without a degree can demonstrate the academic ability required to succeed on a Level 7 programme. All prospective students holding diplomas were able to RPL any missing academic criteria, thereby confirming their eligibility and preparedness for postgraduate study.
4. Standard 1.3 is out of scope for this major modification.
5. In considering Standard 1.4, the visitor team reviewed the programme specifications and confirmed that the programmes provide opportunities which enable eligible NMC registered nurses to apply for entry onto the SPQ. Section 16 of the programme specifications states that self-funded students can apply and will be liable for the funding and would have to source their own placement through an honorary contract with a local employer. The entry requirements for the SPQ are listed in section 15 of the programme specification. These include a degree and registration with the NMC with at least one year in practice. During the visit, senior representatives from PLPs confirmed that the partners would support self-funding applicants and would consider offering honorary contracts.
6. In considering Standard 1.5, the visitor team reviewed the programme specifications, which confirm that all applicants must have secured support from an employing organisation. This organisation is responsible for ensuring that each student has access to appropriate learning opportunities. Employers also commit to providing students with appropriate assessment and supervision through the

practice learning team, aligned to the requirements of the course. The programme specification further affirms that students will be supported with learning experiences that enable them to develop, progress, and achieve the required practice proficiencies. These processes were explored and confirmed during the approval visit, which included discussions with the programme team, PLPs, and PAs and PSs. During the visit, the panel was also assured that systems are in place to ensure that the 'right people are on the right course', and that student numbers are managed to ensure adequate support from PSs and PAs. Additionally, it was confirmed that protected learning time in practice is maintained. Students reported that regular study days are built into the programme structure and confirmed that they are well supported by both their employer and TU.

7. In considering Standard 1.6, the visitor team reviewed the programme specifications and RPL Policy, and confirmed TU has a robust and well established RPL process which maps previous experience and/or qualifications to the programme learning outcomes and standards of proficiency.
8. In considering Standard 1.7, the visitor team reviewed the programme specifications and confirmed that section 15 of the document details the admissions criteria for the V300 prescribing programme. The criteria clearly state that the applicant is required to be a registered nurse. RPL is available for students who have previously achieved the V300.
9. In considering Standard 1.7, the visitor team reviewed the programme specifications and confirmed that section 15 of the document states the entry criteria for both the main course and the supplementary NMP module (V300). Both require the applicant to be a registered nurse, midwife and/or specialist community health nurse with at least one-year post-registration experience which must be in the clinical field in which they intend to prescribe. This is in addition to other entry criteria such as professionally practising in a role where there is an identified need to prescribe, and a degree.
10. Based on the information made available, the visitor team considers that TU has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable to this major modification
2.1	<p>Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education including the confirmation of appropriately qualified and experienced people for programme delivery for:</p> <p>2.1.1 all selected fields of SCPHN practice and/or SCPHN PHN practice and/or for</p> <p>2.1.2 all selected fields of community nursing SPQ practice and/or in other specified fields of community nursing SPQ in health and social care practice</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Confirm SCPHN and/or community nursing SPQ programmes comply with the NMC Standards for prescribing programmes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	<p>State routes within the programme for:</p> <p>2.4.1 students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse.</p> <p>2.4.2 students to enter the SCPHN register for the public health nurse qualification.</p> <p>2.4.3 students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing.</p> <p>2.4.4 students to annotate their registration in community nursing SPQ practice in health and social care.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	<p>Ensure programme learning outcomes reflect the:</p> <p>2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing</p> <p>2.5.2 core standards of proficiency for SCPHN that are tailored to SCPHN public health nursing.</p> <p>2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2.6	<p>Set out the general and professional content necessary to meet the:</p> <p>2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,</p> <p>2.6.2 core standards of proficiency for SCPHN public health nurse qualification.</p> <p>2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	<p>Set out the content necessary to meet the programme outcomes for each intended field of:</p> <p>2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,</p> <p>2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	Ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.11	<p>Ensure programmes are:</p> <p>2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award.</p> <p>2.11.2 no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum requirements

The curriculum comprises 105 days of practice-based learning and 92 days of theory, delivered over a duration of 51 weeks for full-time students and 97 weeks for part-time and apprenticeship routes.

Findings

11. The visitor team considered a range of evidence linked to the proposed modification, including the programme specification and programme documentation and practice assessments documents (PADs). The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from PLPs and EPs.
12. In considering Standard 2.1, the visitor team reviewed the programme specifications, PADs and Programme Team CVs and confirms that the programme complies with the NMC Standards framework for nursing and midwifery education (NMC, 2018, updated 2023). The evidence demonstrates that students are empowered to achieve their proficiencies through collaboration with the Practice Learning Team and the proposed curricula will lead to successful specialist practitioners in their own specific field, who can practise safely and effectively within their chosen area. Appropriately qualified and experienced staff are leading programme delivery, with members of the team displaying a background and previous employment in the field of Health and Justice nursing. This is evidenced in the programme team staff CVs and was discussed and confirmed at the visit.
13. In considering Standard 2.2, the visitor team reviewed the programme handbooks and specifications and the Practice Learning Team Handbook. The visitor team confirms that students are supported by a practice learning team which consists of a PA, PS and Academic Assessor (AA), Skills Facilitators and a Nominated Person for each placement area. Assessment of practice is undertaken by a PA, who will assess achievement of practice proficiencies. The PA's assessment will be based on essential evidence contained within the PAD. To enable progression, the PA and the AA together will verify students' practice and academic achievement. This was discussed and confirmed during the visit with the PS and the programme team.
14. In considering Standard 2.3, the visitor team reviewed the programme documentation and confirms that students on the proposed SPQ course will complete an existing Level 7 V300 NMP course within the programme structure, this course was previously approved in 2020 as meeting the NMC (2018) Standards for prescribing programmes. Students are made aware via the module guide and prescribing practice portfolio of the Royal Pharmaceutical Society (RPS) document "A Competency Framework for all Prescribers" (RPS, 2021) which is embedded throughout the prescribing course and prescribing practice portfolio. In addition, students will undertake the advancing physical assessment skills module within the programme which supports the V300. To achieve the practice element requirements of the NMP module, students will be supported by a PA and PS with the NMP qualification. This was discussed and confirmed at the visit and reassurance given that there are sufficient prescribers within placement areas to support these students.
15. In considering Standard 2.4, the visitor team reviewed the programme specification, which confirms the proposed course leads to a qualification with the NMC that enables successful students to annotate their registration with the specific field of SPQ practice.
16. In considering Standard 2.5, the visitor team reviewed the programme documentation and learning outcomes mapping documents, which clearly demonstrate that the standards of proficiency for the field of district nursing and the field of health and social care practice in the SPQ are mapped to the course learning outcomes. SPQ proficiency 5.11 'use digital technology to maximise the

use of resources across interdisciplinary and interagency teams' was missing from the uploaded evidence documents. This has led the visitor team to apply **condition (C1)** for TU to update the module mapping template to ensure all proficiencies (5.11) are included and mapped to the KSBs and ensure the learning outcomes reflect this.

17. In considering Standard 2.6, the visitor team reviewed the programme documentation and District Nursing consultation evidence, which collectively demonstrate effective collaboration with key stakeholders, including students, PSCs, and PLPs in the development of the new Health and Justice Nursing field. The programme specification outlines a curriculum that is relevant, contemporary, and designed to enable students to meet the NMC Standards for post-registration programmes (NMC, 2022, updated 2024). The balance of theory and practice learning across the course is appropriate. During the visit, discussions with students and representatives from the carer group confirmed active involvement and endorsement of the programme's development. The PSCs at the visit talked about their lived experience and how this was brought into the programme. The lived experience included the barriers experienced within health and justice and the need for advocacy. PLPs reported working closely with the programme team to conduct a training needs analysis and to identify existing training provision relevant to Health and Justice nursing. They confirmed that their input had informed the curriculum design to ensure it meets the needs of prison nurses.
18. In considering Standard 2.7, the visitor team reviewed the programme documentation and learning outcome mapping. The evidence clearly demonstrates that the programme content is appropriately aligned to the intended outcomes for each field of the SPQ. The programme learning outcomes comprehensively address the development of personal and transferable skills, research capability, knowledge and cognitive skills, as well as professional skills, values, and behaviours. The achievement of these learning outcomes is contingent upon successful completion of all modules within the programme.
19. In considering Standard 2.8, the visitor team reviewed the programme handbooks and course structure and confirms that the full-time programme route is timetabled over 51 weeks including 45 programmed teaching weeks, and there is a balance between theory and practice. Students have days allocated for theory (both taught and self-directed) and times allocated for learning in practice. The part-time and the apprenticeship routes are over 97 weeks (23 months).
20. In considering Standard 2.9, the visitor team reviewed the programme handbooks and module guide and confirms that simulation is embedded throughout the course. There is evidence that students use simulation within the Physical Assessment skills module and scenarios will be used across all modules to engage students in learning and enable them to apply knowledge in a safe space. Digital technology forms a core theme throughout theory and practice settings and is embedded within assessment as well as being reflected in proficiencies. During the visit, the programme team discussed and confirmed the range of opportunities available to students, and senior leaders at TU were keen to facilitate the use of its wider resources and collaboration between relevant programmes such as criminal justice and policing.
21. Standard 2.10 is not applicable to this major modification.
22. In considering Standard 2.11, the visitor team reviewed the programme documentation and can confirm via the course structures that the programme is

no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part-time programmes and is a suitable length to enable achievement of the proficiencies and intended outcomes.

23. Based on the information made available, the visitor team considers that TU has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met subject to meeting **condition (C1)**.

3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
3.1	Ensure that suitable and effective arrangements and governance for practice learning are in place for all students, including arrangements specifically tailored to those applicants who are self-employed and/or self-funded.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Provide practice learning opportunities that allow students to develop, progress and meet all the standards of proficiency for their: 3.3.1 intended field of SCPHN practice: health visitor, school nurse, occupational health nurse or, 3.3.2 SCPHN public health nurse 3.3.3 intended community nursing SPQ: these may be within the fields of community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or, 3.3.4 in other specified field(s) of community nursing in health and social care nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Ensure that practice learning complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Take account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Ensure learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes culminating in a period of practice learning. This is dependent on the individual learning needs of the student to demonstrate overall proficiency and achieve the programme learning outcomes for their: 3.6.1 intended field of SCPHN practice, SCPHN PHN practice or, 3.6.2 their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice learning requirements and simulated learning hours

105 days are allocated for practice-based learning.

Findings

24. The visitor team considered a range of evidence linked to the proposed modification, including the Practice Learning Team Handbook, programme documentation and PADs. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from PLs and EPs.
25. In considering Standard 3.1, the visitor team reviewed the Practice Learning Team Handbook, which confirmed that suitable and effective arrangements and governance for practice learning are in place for all students, including arrangements specifically tailored to those applicants who are self-funded. All students are supported to learn in a placement area which has been assessed as appropriate and meeting all the governance structures through an educational audit which is recorded in a database and reviewed at three-yearly intervals in partnership with PLPs and TU. During the visit, PLPs confirmed that there was a process in place to enable a self-funding student to access the programme. The flow-chart within the Handbook shows clearly the process for consideration to RPL, then recruitment processes to enable the student to be able to enrol onto the programme. During the visit senior representatives from the PLP stated that they would be very supportive of students who wished to self-fund and an honorary contract would be provided to enable the practice learning experience.
26. Standard 3.2 has not changed as a result of the modification to the programme, therefore the visitor team has not reviewed and evidenced. The visitor team noted that the revised Part 2 (Annexe 1) references evidence to demonstrate that TU together with PLPs ensure that students work in partnership with the education provider and their PLPs to arrange supervision and assessment that complies with the NMC Standards for student supervision and assessment. During the visit this was discussed and confirmed by all stakeholders, and senior representatives from the PLPs confirmed that there were sufficient numbers of PAs and PSs, including those required to act as PA/PS for the NMP component of the programme.
27. Standard 3.3 has not changed as a result of the modification to the programme, therefore the visitor team has not reviewed and evidenced. The visitor team noted that the revised Part 2 (Annexe 1) references evidence to demonstrate that TU together with PLPs provide practice learning opportunities that allow students to develop, progress and meet all the standards of proficiency for their intended field. During the visit this was discussed and confirmed by all stakeholders.
28. In considering Standard 3.4, the visitor team reviewed the Practice Learning Team Handbook and PADs and confirms that all students are supported to learn in a practice learning area which has been assessed as appropriate and meeting all the governance structures through an educational audit which is recorded in the ARC database and reviewed at three-yearly intervals in partnership between a representative of the PLP and a representative from TU. The PAs and PSs at the visit explained the support that was available to prepare for their roles.
29. In considering Standard 3.5, the visitor team reviewed the Practice Learning Team Handbook and PADs and confirms that TU together with PLPs take account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities. The Practice Learning Team Handbook includes information around supporting students who declare that they have a learning difficulty, disability or health issues, and the information is comprehensive.

30. In considering Standard 3.6, the visitor team reviewed the programme documentation and PADs and confirms that TU, together with PLPs, ensure learning experiences are tailored to the students' stage of learning, proficiencies and programme outcomes culminating in a period of practice learning. This is dependent on the individual learning needs of the student to demonstrate overall proficiency and achieve the programme learning outcomes for their intended field of community nursing SPQ practice. The PADs enable students to evaluate their development individually and to work in partnership with their PA and PS to structure their learning reflecting their individual learning needs. During the visit, the programme team outlined the course structure and demonstrated how the students work progressively through the programme and complete all the programme learning outcomes for their intended field of SPQ practice.
31. Based on the information made available, the visitor team considers that TU has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met.

4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
4.1	Ensure student support, supervision, learning, and assessment complies with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Liaise, collaborate, and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure practice supervision, the assessment of practice and academic assessment complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Ensure practice supervisors: 4.4.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals or 4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Ensure practice and academic assessors: 4.5.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ or, 4.5.2 can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking. 4.6.1 in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN /community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/ assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Provide constructive feedback to students throughout the programme to support their learning and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>development for meeting the standards of proficiency and programme learning outcomes for:</p> <p>4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,</p> <p>4.7.2 SCPHN public health nurse,</p> <p>4.7.3 their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or</p> <p>4.7.4 other specified field(s) of community nursing SPQ in health and social care.</p>				
4.8	Ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	<p>Assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:</p> <p>4.9.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,</p> <p>4.9.2 SCPHN public health nurse practice,</p> <p>4.9.3 their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, and/or</p> <p>4.9.4 other specified field(s) of practice for the community nursing SPQ in health and social care.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

32. The visitor team considered a range of evidence linked to the proposed modification, including the Practice Learning Team Handbook, programme documentation and PADs. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from PLPs and EPs.
33. In considering Standard 4.1, the visitor team reviewed the programme handbook, module specifications and PADs and can confirm there is evidence that TU together with PLPs ensure student support, supervision, learning and assessment complies with the NMC Standards framework for nursing and midwifery education. The visitor team found evidence within the documentation of a learning culture which prioritises the safety of people, including people for whom we care, students and educators and there is evidence that the course/programme has been designed and developed with PSCs and stakeholders; the visitor team also found evidence of robust governance arrangements within the documentation. During the visit, PAs and PSs confirmed that they were adequately prepared for their role, and TU undertakes considerable preparation and had linked in with colleagues in the Health and Justice field to promote contextualisation. The Programme Team, PLPs and PAs/PSs all gave assurance at the visit of the wide range of supported learning opportunities that are available to students. The existing District Nursing students

spoke of their current programme and the variety of opportunities that they had been afforded.

34. In considering Standard 4.2, the visitor team reviewed the Practice Learning Team Handbook and PADs and found evidence that TU and PLPs liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for PSs, PAs, and AAs. PAs and PSs confirmed at the visit that within the PLPs there are annual updates for all PAs and PSs to attend and that TU also supports training and assessor preparation workshops. The PAs and PSs confirmed that if they needed support, they knew who to go to at TU and had clear lines of process, including support from the Practice Nurse Education team and the AA.
35. Standard 4.3 has not changed as a result of the modification to the programme, therefore the visitor team reviewed the programme handbook and PADs. The visitor team noted that the revised Part 2 (Annexe 1) references evidence that TU together with PLPs ensure practice supervision, the assessment of practice and academic assessment complies with the NMC Standards for student supervision and assessment.
36. In considering Standard 4.4, the visitor team reviewed the Practice Learning Team Handbook, programme specification and PADs and confirms there is clear evidence within the handbook that TU together with PLPs ensure PSs have undertaken a period of preceptorship in line with the NMC principles for preceptorship as qualified professionals or can evidence prior learning and relevant PS experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SPQ students.
37. In considering Standard 4.5, the visitor team reviewed the Practice Learning Team Handbook, programme specification and PADs. The handbook confirms that PAs must have undertaken a period of preceptorship in line with NMC principles for preceptorship as an SPQ community nurse or able to evidence prior learning and relevant PS and PA experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SPQ students. During the visit, PAs and PSs mentioned that the NMC SSSA training was to be incorporated into preceptorship.
38. In considering Standard 4.6, the visitor team reviewed the Practice Learning Team Handbook, programme specification and PADs and confirms there is evidence that TU together with PLPs ensure the student is assigned to a PA who is an experienced registered community SPQ nurse for the programme the student is undertaking. During the visit, students confirmed that they were allocated and assigned to a PA, and senior representatives from the PLPs confirmed that they had sufficient staff of experience in the field of Health and Justice to act as PAs and would be those currently working in the field of Health and Justice as Registered Nurses, Advanced Clinical Practitioners and Advanced Nurse practitioners.
39. In considering Standard 4.7, the visitor team reviewed the Practice Learning Team Handbook, programme specification and PADs and confirms there is evidence that TU together with PLPs provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for their intended SPQ in the field of District Nursing and, in the future, Health and Justice Community Nursing. There is space within the PADs for constructive feedback to students from both PAs and AAs. Students confirmed during the visit that they received supportive and

constructive feedback to enable them to continually learn and enhance their practice.

40. In considering Standard 4.8, the visitor team reviewed the PADs and confirmed there is evidence within the PAD that TU together with PLPs ensure all community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms community nursing SPQ proficiencies have been met. Students at the visit confirmed they had support to meet the requirements of the PAD.
41. In considering Standard 4.9, the visitor team reviewed the PADs and confirms that TU together with PLPs assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to their intended SPQ. This is all documented within the PADs. Students confirmed that they had support to complete the requirements of practice learning.
42. Based on the information made available, the visitor team considers that TU has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
5.1	Ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters' level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Inform the student that the SCPHN award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.3	Inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4	Inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ , which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme. If they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5	Inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

43. The visitor team considered a range of evidence linked to the proposed modification, including the Practice Learning Team Handbook, programme documentation and PADs. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from PLPs and EPs.
44. In considering Standard 5.1, the visitor team reviewed the programme specification which confirms modules amounting to 120 credits at Level 7. Students wishing to achieve the master's qualification can RPL and complete the 60-credit dissertation module. During the approval visit, reference was made to the career structure for Health and Justice nurses, as well as District Nurses, which has been substantially enhanced by the PgDip and then the option for students to enrol to complete the dissertation module leading to a full masters qualification.
45. Standard 5.2 is out of scope for this review.

46. In considering Standard 5.3, the visitor team reviewed the programme handbooks, and confirms these documents clearly state that the Community Nursing SPQ award and the V300 NMP award must be registered within five years of successfully completing the programme. It also informs students that failure to do so means that additional education and training will have to be undertaken for the awards to be added to the student's registration.
47. In considering Standard 5.4, the visitor team reviewed the programme handbooks and the module guide for 'Advancing Non-Medical Prescribing'. Page 13 of the Module Guide informs students that they are not able to prescribe until they receive notification from their professional body informing them that their prescribing qualification has been recorded on the professional register and reiterates the need for students to register the qualification within five years.
48. In considering Standard 5.5, the visitor team reviewed the module guide for Advancing Non-Medical Prescribing and confirms that the documentation states that students can only prescribe within their clinical boundaries once they receive notification.
49. Based on the information made available, the visitor team considers that TU has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

Annexes

Annexe 1: Explanation of findings for Part 2: Standards for student supervision and assessment

Effective practice learning

All students are provided with safe, effective and inclusive learning experiences. Each learning environment has the governance and resources needed to deliver education and training. Students actively participate in their own education, learning from a range of people across a variety of settings.

1: Organisation of practice learning

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not Met	Met after conditions	Not applicable to this major modification
1.1	Practice learning complies with the NMC Standards framework for nursing and midwifery education .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Practice learning complies with specific programme standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Practice learning is designed to meet proficiencies and outcomes relevant to the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	There are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	There is a nominated person for each practice setting to actively support students and address student concerns.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	Students are made aware of the support and opportunities available to them within all learning environments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Students are empowered to be proactive and to take responsibility for their learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8	Students have opportunities to learn from a range of relevant people in practice learning environments, including users of services, registered and non-registered individuals, and other students as appropriate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9	Learning experiences are inclusive and support the diverse needs of individual students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10	Learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11	All nurses, midwives and nursing associates contribute to practice learning in accordance with the Code .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

50. The visitor team considered a range of evidence linked to the proposed modification, including the Practice Learning Team Handbook, Placement Charter and the course specification and PADs which map the module and programme learning outcomes to the NMC Standards for student supervision and assessment. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from PLPs and EPs.
51. In considering Standard 1.1, the visitor team considered the narrative provided in the initial submission, together with the review of documentary evidence, and confirmed that TU has robust systems in place to ensure that practice learning complies with the NMC Standards Framework for Nursing and Midwifery Education. Evidence from the Placement Charter and the Multi-professional Educational Audit system demonstrates that practice learning environments are safe and effective. There is evidence that any areas of concern which may impact on the student's learning experience are investigated. Where necessary, action plans are put in place and monitored. From discussion with all the stakeholders during the event, it is clear that TU has clear processes in place to ensure compliance.
52. In considering Standard 1.2, the visitor team considered the narrative provided in the initial submission, together with the review of the PADs and Practice Learning Team Handbook confirm that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies and that learning opportunities are also tailored to the students' stage of learning, proficiencies and programme outcomes which results in a period of practice learning. During the visit, the programme team explained the curriculum design and provided confirmation that students are not supernumerary but have protected learning time to meet the proficiencies and the requirements of the PAD.
53. In regard to Standard 1.3, the visitor team considered the narrative provided and confirmed the course specification contains a detailed mapping of module outcomes against the NMC Standards of proficiency. The visitor team found that the integration of theory and practice through the completion of theoretical modules and the PAD had been structured to demonstrate standards of proficiency and provides clear guidance to the Nominated Person, PAs, PSs and AAs and students as to their roles and responsibilities in the assessment of learning within the practice setting.
54. In considering Standard 1.4, the visitor team considered the narrative provided and found that there are effective systems, processes, and resources in place to support the coordination of learning within practice environments. The Practice Learning Team handbook and PGDip SPQ handbook provide clear guidance for both District Nursing and Health and Justice Nursing fields, outlining the structures required for safe and effective practice learning. TU and stakeholders provided confirmation and assurance that there are sufficient numbers of PAs and PSs to meet the needs of the new SPQ programme in Health and Justice. With regard to this, the visitor team makes a **recommendation (R1)** for TU to monitor the availability of PSs and PAs, as cohort numbers start to increase.
55. In considering Standard 1.5, the visitor team considered the evidence provided and confirmed that each practice setting has a Nominated Person responsible for supporting students and addressing concerns. The Practice Learning Team Handbook clearly outlines the role of the Nominated Person, ensuring a defined link

between TU, the placement area, and the Practice Placement Facilitator. This role helps students to identify and access learning opportunities, supporting their proactive engagement in practice learning.

56. In respect of Standard 1.6, the visitor team considered the Practice Learning documentation, including the Practice Learning Team Handbook and field-specific PADs. These documents outline the structure and expectations of the learning experience, including interprofessional learning and integrated care. The scheduled tripartite meetings between the student, PA and AA further support coordination and reflection on learning. During the visit, TU explained how there would be some shared learning across both SPQ fields and some specific learning opportunities, and outlined the simulation and immersive suites available to students, which are specialised for each pathway. During the visit, students discussed their experience on the District Nursing SPQ programme.
57. In considering Standard 1.7, the visitor team considered the evidence provided and confirmed that students are empowered to be proactive and take responsibility for their own learning. Section 12 of the Practice Learning Team Handbook, as well as the field-specific PADs, explicitly outline the responsibilities of students, including seeking and acting on feedback. The visitor team found these documents to be empowering and provide students with clear direction in relation to the expectations on them and how to be proactive.
58. In regard to Standard 1.8, the visitor team considered the evidence provided and confirmed that students are provided with opportunities to learn from a diverse range of individuals in the practice environment, including PSCs, registered professionals, non-registered staff, and peers. The Practice Learning Team Handbook describes the roles of these individuals and includes the contribution of Skills Facilitators in supporting student learning. The PADs also include space for feedback, promoting a multi-faceted learning experience.
59. In considering Standard 1.9, the visitor team considered the evidence provided and found that practice learning environments are inclusive and supportive of students' individual needs. The Practice Learning Team Handbook includes detailed guidance on supporting students with learning difficulties, disabilities, or health conditions, indicating a commitment to reasonable adjustments and inclusive practice. The PAD provides students with the expectation that they will alert their PAs and PSs of any reasonable adjustments that they require. During the visit both TU and the students clarified the support available.
60. In considering Standard 1.10, the visitor team reviewed the evidence and found that there is clear documentary evidence that learning experiences are tailored to the student's stage of learning and programme outcomes. Sections 6 and 11 of the Practice Learning Team Handbook include comprehensive guidance on module content and assessment expectations, ensuring alignment with students' progression and the NMC proficiencies.
61. In considering Standard 1.11, the visitor team considered the evidence and found confirmation that all registered nurses, midwives, and nursing associates contribute to the learning of students in accordance with the NMC Code. Documentation, including the Practice Learning Team Handbook and PADs, outlines the responsibilities of all members of the practice learning team, supporting collaborative and accountable supervision and assessment practices. During the visit discussions with practice partners and the students supported that they contribute to practice learning in accordance with the Code.

62. Based on the information made available, the visitor team considers that TU has in place the appropriate arrangements for Standard 1: Organisation of practice learning to enable the NMC standards to be met.

Supervision of students

Practice supervision enables students to learn and safely achieve proficiency and autonomy in their professional role. All NMC registered nurses, midwives and nursing associates are capable of supervising students, serving as role models for safe and effective practice. Students may be supervised by other registered health and social care professionals.

2: Expectations of practice supervision

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not Met	Met after conditions	Not applicable to this major modification
2.1	All students on an NMC approved programme are supervised while learning in practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	There is support and oversight of practice supervision to ensure safe and effective learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	The level of supervision provided to students reflects their learning needs and stage of learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Practice supervision ensures safe and effective learning experiences that uphold public protection and the safety of people.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	There is sufficient coordination and continuity of support and supervision of students to ensure safe and effective learning experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Practice supervision facilitates independent learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	All students on an NMC approved programme are supervised in practice by NMC registered nurses, midwives, nursing associates, and other registered health and social care professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

63. The visitor team considered a range of evidence linked to the proposed modification, including the Practice Learning Team Handbook and PADs. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from practice learning and employer partners.
64. In considering Standard 2.1, the visitor team reviewed the evidence within the Practice Learning Team Handbook and the PAD and noted that nothing had changed since the previous approval and therefore did not review this standard. This was triangulated at the visit, with PLPs and the students. There was a clear understanding of the expectation that all students will be supervised while learning in practice.
65. In considering Standard 2.2, the visitor team reviewed the evidence and found that the Practice Learning Team Handbook outlines the process for TU to oversee practice supervision, from the initial meeting within week one with the PS and the subsequent tripartite meetings. Educational audits are completed to ensure a safe and effective placement area. The Practice Learning Team Handbook also outlines

the process for placement evaluations which is online, compulsory, and fed back to the relevant placement provider. This was triangulated at the visit with TU explaining the process and confirming there are regular workshops and support sessions for PSs throughout the programme, and all receive an annual update.

66. In considering Standard 2.3, the visitor team reviewed the evidence and found that Section 9 of the Practice Learning Team Handbook outlines the roles, responsibilities and criteria for the PS and PA in supporting the SPQ student. Within the Practice Learning Team Handbook students are encouraged to share learning and health needs, to facilitate reasonable adjustments to support the student. This outlines the support systems available within TU. This was triangulated during the visit, with PLPs explaining the training and selection process for PSs. During the visit, TU outlined the level of student support on induction to the programme to prepare students for Level 7 study.
67. In considering Standard 2.4, the visitor team reviewed the evidence and found that a section of the Practice Learning Team Handbook outlines the procedure and flowchart for student concerns raised regarding a placement area. TU provides a practice learning support site available to all PSs for the programme, which provides access to key resources and training. These procedures and support were confirmed by the Practice Placement Facilitator during the visit.
68. In considering Standard 2.5, the visitor team reviewed the evidence and found that students are required to maintain their PAD and always make this available to their PA and PSs to promote their ongoing development and continuity of learning. There is a process followed if a PS is on long-term sick leave, whereby the Nominated Person would be notified and would seek to find a replacement. The programme team stated that this will be led by the Nominated Person as detailed in The Practice Learning Team Handbook. The meeting where these changes are confirmed with the student can be recorded in their PAD in the Meeting Records section. This process was confirmed by the PLPs during the visit.
69. In considering Standard 2.6, the visitor team reviewed the evidence within the Practice Learning Team Handbook and the PAD and noted that nothing had changed since the previous approval and did not review this standard. Students are encouraged to gather evidence as independent learners to demonstrate learning towards proficiencies.
70. In considering Standard 2.7, the visitor team reviewed the evidence and found that TU has a nominated individual for each placement area to ensure that PSs are registered health and social care professionals. PSs contributing to the student's PAD are asked to provide their name, role, professional registration number, email and signature for verification within the PAD. This was triangulated at the visit with PLPs.
71. Based on the information made available, the visitor team considers that TU has in place the appropriate arrangements for Standard 2: Expectations of practice supervision to enable the NMC standards to be met.

3: Practice supervisors: role and responsibilities

Approved education institutions, together with practice learning partners, must ensure that practice supervisors:		Met	Not met	Met after conditions	Not applicable to this major modification
3.1	Serve as role models for safe and effective practice in line with their code of conduct.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Support learning in line with their scope of practice to enable the student to meet their proficiencies and programme outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Have current knowledge and experience of the area in which they are providing support, supervision and feedback.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Receive ongoing support to participate in the practice learning of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

72. The visitor team considered a range of evidence linked to the proposed modification, including the Practice Learning Team Handbook, PADs, Placement Charter and Educational Audit. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from PLPs and EPs.
73. In considering Standard 3.1, the visitor team reviewed the evidence and found that the TU PAD outlines the PS role and responsibilities and explicitly linking to their important role in supporting and guiding the student through their learning experience. This is also detailed in the Practice Learning Team Handbook; this includes acting as role models and demonstrating safe and effective practice in line with their Code. This was triangulated by the visitor team with PAs and PSs who confirmed they were fully aware and confident in their roles.
74. In considering Standard 3.2, the visitor team considered the evidence and found that PSs are allocated within the student's scope of practice. PSs are also invited to regular practice learning team meetings with course staff and can access the practice learning support site. The visitor team confirmed this with TU and the PLPs during the visit.
75. In considering Standard 3.3, the visitor team reviewed the evidence and found that TU has a robust process for supporting and supervising students, as well as offering structured feedback on their progress toward achieving required proficiencies and skills. The PADs clearly map proficiencies and indicate the appropriate stage in the course at which these should be achieved. Tripartite meetings and documentation, as outlined in the Practice Learning Team Handbook, provide formal opportunities for feedback. When concerns about student progress arise, action plans are implemented, as evidenced in Appendix 1 of the PAD. PAs and PSs receive training on supporting students who may be struggling, a point confirmed through feedback from PSs, PAs, and managers during the visit. TU also highlighted the development of multidisciplinary, bite-size learning resources to be hosted on a new web

platform, further enhancing the support and supervision infrastructure available to practice educators.

76. In considering Standard 3.4, the visitor team reviewed the Practice Learning Team Handbook, which sets out the framework for PSs and provides suggestions of who may be able to act in this role. TU confirmed that PSs have all undertaken a period of preceptorship in line with the NMC principles for preceptorship as SPQ qualified professionals or can evidence prior learning and relevant PS experience that enables them to facilitate effective evidence-based learning opportunities, including support and feedback.
77. In considering Standard 3.5, the visitor team reviewed the evidence within the Practice Learning Team Handbook, Placement Charter and Placement Agreement and noted that nothing had changed since the previous approval and therefore did not review this standard. The visitor team triangulated at the visit with the managers, PSs, PAs and PEFs, and confirmed that TU provides ongoing support to PSs responsible for students on the SPQ programme.
78. Based on the information made available, the visitor team considers that TU has in place the appropriate arrangements for Standard 3: Practice supervisors: role and responsibilities to enable the NMC standards to be met.

4: Practice supervisors: contribution to assessment and progression

Approved education institutions, together with practice learning partners, must ensure that practice supervisors:		Met	Not met	Met after conditions	Not applicable to this major modification
4.1	Contribute to the student's record of achievement by periodically recording relevant observations on the conduct, proficiency and achievement of the students they are supervising.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Contribute to student assessments to inform decisions for progression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Are expected to appropriately raise and respond to student conduct and competence concerns and are supported in doing so.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

79. The visitor team considered a range of evidence linked to the proposed modification, including the Practice Learning Team Handbook and PADs. The visitor team also met with key stakeholders including senior management representatives, the programme team, students, PSCs and representatives from PLPs and EPs.
80. In considering Standard 4.1, the visitor team identified that the role of the PS is outlined in the Practice Learning Team Handbook which includes contributing to the student's record of achievement by recording observations on the conduct, proficiency and achievement of the student. The handbook also directs PSs to procedures to follow if a student lacks progress or there is an issue regarding the student's conduct. It was confirmed by students during the visit that PSs were invited to tripartite meetings and contributed to their learning and assessment.
81. In considering Standard 4.2, the visitor team reviewed the Practice Learning Team Handbook and PAD. Section 10 of the handbook describes the responsibilities of each member of the practice learning relationship ensuring that each knows their respective role. The handbook states that PSs record relevant observations on the conduct, proficiency and achievement of students which includes qualitative comments on their progress, supporting students to generate and complete essential evidence and signing platform proficiency outcomes, this is reconfirmed in the PAD.
82. In considering Standard 4.3, the visitor team reviewed the Practice Learning Team Handbook and PAD. These documents confirmed that within the SPQ course the PS will be present at regular meetings as well as at the initial, midpoint and final tripartite meeting. The opportunities for PSs to engage with PAs and AAs was confirmed during the visit with PSs, PAs and Practice Placement Facilitators.
83. In considering Standard 4.4, the visitor team reviewed the Practice Learning Team Handbook, with particular reference to section 15, which clearly outlines the

procedures for managing concerns related to student progress, as well as the reporting of any untoward incidents, accidents, or causes for concern involving students. This section includes detailed flowcharts illustrating the escalation process. It is explicitly stated that where concerns relate to safety students may be withdrawn from placement with immediate effect. This process was discussed and confirmed by PSs and PAs during the visit.

84. Based on the information made available, the visitor team considers that TU has in place the appropriate arrangements for Standard 4: Practice supervisors: contribution to assessment and progression to enable the NMC standards to be met.

5: Practice supervisors: preparation

Approved education institutions, together with practice learning partners, must ensure that practice supervisors:		Met	Not met	Met after conditions	Not applicable to this major modification
5.1	Receive ongoing support to prepare, reflect and develop for effective supervision and contribution to student learning and assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Have understanding of the proficiencies and programme outcomes they are supporting students to achieve.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

85. The visitor team considered a range of evidence linked to the proposed modification, including the Practice Learning Team Handbook and PADs. The visitor team also met with key stakeholders including senior management representatives, the programme team and representatives from PLPs and EPs.
86. In considering Standard 5.1, the visitor team reviewed the Practice Learning Team Handbook, which outlines that the PA, or a Nominated Person, is responsible for allocating appropriate PSs in line with students' learning needs and skills development. Allocation is determined using defined criteria at the departmental level. PSs receive ongoing support from TU to prepare for their role, reflect on practice, and further develop their supervisory capabilities. This is facilitated through the dedicated practice support site. PSs also have access to monthly learning support sessions, which cover topics such as the SSSA, supporting students who have been identified as unlikely to meet standards, and using tools and strategies to enable effective learning opportunities. Within the NHS Trusts, all PAs and PSs are required to attend an annual update session, they also provide instruction on how to access support and maintain communication with TU. To monitor and assure the quality of supervision and support, pre-placement educational audits are conducted. During the visit, PAs and PSs confirmed that they felt adequately prepared for their roles.
87. In considering Standard 5.2, the visitor team reviewed the Practice Learning Team Handbook, which states that PAs and the Nominated Person must ensure that PSs understand their role and are familiar with the platform proficiency outcomes. The PAD has the required proficiencies embedded within it, and all PAs and PSs have access to a comprehensive range of support. Practice learning team meetings are held three times per year, and PSs are invited to attend SPQ practice learning team support sessions. These meetings enable the academic team to provide updates and ongoing guidance to both PAs and PSs. Further support is available from the course team, as well as from Practice Placement Facilitators and Nominated Persons.
88. Based on the information made available, the visitor team considers that TU has in place the appropriate arrangements for Standard 5: Practice supervisors: preparation to enable the NMC standards to be met.

Assessment of students and confirmation of proficiency

Student assessments are evidence based, robust and objective. Assessments and confirmation of proficiency are based on an understanding of student achievements across theory and practice. Assessments and confirmation of proficiency are timely, providing assurance of student achievements and competence.

6: Assessor roles

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not met	Met after conditions	Not applicable to this major modification
6.1	All students on an NMC approved programme are assigned to a different nominated academic assessor for each part of the education programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	All students on an NMC approved programme are assigned to a nominated practice assessor for a practice placement or a series of practice placements, in line with local and national policies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	Nursing students are assigned to practice and academic assessors who are NMC registered nurses with appropriate equivalent experience for the student's field of practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	Midwifery students are assigned to practice and academic assessors who are NMC registered midwives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.5	Specialist community public health nurse (SCPHN) students are assigned to practice and academic assessors who are NMC registered SCPHNs with appropriate equivalent experience for the student's field of practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.6	Nursing associate students are assigned to practice and academic assessors who are either an NMC registered nursing associate or an NMC registered nurse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.7	Students studying for an NMC approved post-registration qualification are assigned to practice and academic assessors in accordance with relevant programme standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.8	Practice and academic assessors receive ongoing support to fulfil their roles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.9	Practice and academic assessors are expected to appropriately raise and respond to concerns regarding student conduct, competence and achievement, and are supported in doing so.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

89. The visitor team considered a range of evidence linked to the proposed modification, including the Practice Learning Team Handbook, PADs and minutes

from meetings. The visitor team also met with key stakeholders including senior management representatives, the programme team and representatives from PLPs and EPs.

90. In considering Standard 6.1, the visitor team reviewed the Practice Learning Team Handbook and noted that the SPQ courses are all one part and therefore the AA allocated to the student will be the same person throughout their course.
91. In considering Standard 6.2, the visitor team reviewed the Practice Learning Team Handbook and noted that the SPQ course is all one stage long with one summative assessment point. Therefore, the same PA will be allocated to the student throughout the student's course. The Practice Learning Team Handbook outlines the procedure for allocating PAs to students and the criteria for the role. Each PA can be allocated a number of students, this is identified through placement audit. The handbook outlines the process if a PA is on long-term sick leave, whereby the Nominated Person would be notified and would seek to find a replacement. This was triangulated at the visit with PLPs.
92. In considering Standard 6.3, the visitor team reviewed the Practice Learning Team Handbook and noted that it clearly states PAs must have a minimum of three years' experience in the field, it is also noted that possession of the SPQ is desirable. TU has highlighted within its submission, given that Health and Justice is a newly emerging SPQ field, that the number of PAs holding the Health and Justice SPQ is currently limited but is expected to grow over time. The programme team plans to develop an alumni network of successful SPQ Health and Justice students, which is considered good practice. This leads to **recommendation (R1)** for TU to monitor the availability and capacity of PSs and PAs. The experience and availability of PAs was discussed and confirmed at the visit with PLPs.
93. Standards 6.4, 6.5 and 6.6 are out of scope for this modification and were not reviewed by the visitor team.
94. In considering Standard 6.7, the visitor team reviewed the Practice Learning Team Handbook and PAD, which confirms that both the PA and AA will be appropriately qualified and experienced as per the NMC standards. The PA will be identified and allocated by the Nominated Person; the AAs are allocated by the course leader in agreement with the Head of Department. AAs will provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for their intended field within the SPQ. This was confirmed by the programme team during the visit, many of whom take the role of AA.
95. In considering Standard 6.8, the visitor team reviewed the self-evaluation and Practice Learning Team Handbook and confirmed that AAs are supported through TU's Personal Development Plan and Review system. Ongoing day-to-day guidance is provided by Principal Lecturers for Programmes and Course Leaders, and academic staff are allocated specific hours within their workload to support student learning and assessment in practice. The panel noted that a nominated individual within TU is designated to support PAs, and that Placement Agreements are in place, which include provision for supported time for PAs and PSs to fulfil their roles. This support is embedded within the educational audit process. Regular meetings are held throughout the year for key members of the practice learning team to discuss assessment and supervision issues, share good practice, and exchange resources. Additionally, the practice learning team has access to a dedicated practice learning support site to further enhance its role.

96. In considering Standard 6.9, the visitor team reviewed the Practice Learning Team Handbook which outlines the process of managing a student who is failing to achieve, this process is also relayed within the educational preparation of the AA and PA. If a concern is raised, the PA will discuss this as a development need with the student and develop an Action Plan in consultation with the student. If there are concerns about a student's fitness to practise, support and guidance is gained from the AA who will meet with the PA and the student. This process was discussed and confirmed at the visit with PLPs.
97. Based on the information made available, the visitor team considers that TU has in place the appropriate arrangements for Standard 6: Assessor roles to enable the NMC standards to be met.

7: Practice assessors: responsibilities

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not met	Met after conditions	Not applicable to this major modification
7.1	Practice assessors conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	Assessment decisions by practice assessors are informed by feedback sought and received from practice supervisors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	Practice assessors make and record objective, evidenced-based assessments on conduct, proficiency and achievement, drawing on student records, direct observations, student self-reflection, and other resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	Practice assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5	A nominated practice assessor works in partnership with the nominated academic assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.6	There are sufficient opportunities for the practice assessor to periodically observe the student across environments in order to inform decisions for assessment and progression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.7	There are sufficient opportunities for the practice assessor to gather and coordinate feedback from practice supervisors, any other practice assessors, and relevant people, in order to be assured about their decisions for assessment and progression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.8	Practice assessors have an understanding of the student's learning and achievement in theory.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.9	Communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.10	Practice assessors are not simultaneously the practice supervisor and academic assessor for the same student.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.11	Practice assessors for students on NMC approved prescribing programmes support learning in line with the NMC Standards for prescribing programmes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

98. The visitor team considered a range of evidence linked to the proposed modification, including the Practice Learning Team Handbook, PADs and NMP

Practice Assessor and Designated Medical Practitioner Mentor handbook. The visitor team also met with key stakeholders including senior management representatives, the programme team, students and representatives from PLPs and EPs.

99. In considering Standard 7.1, the visitor team reviewed the Practice Learning Team Handbook and PAD and confirmed that PAs conduct assessments to confirm student achievement of proficiencies and programme outcomes for practice learning. The Practice Learning Team Handbook details the PA role in conducting assessments to confirm student achievement of proficiencies and programme outcomes. The PAD contains guidance for using the document to facilitate learning and assessment in practice and a guide for students and PAs as to the stage when different proficiencies would expect to be achieved. This was discussed and confirmed by the PAs during the visit.
100. In considering Standard 7.2, the visitor team reviewed the Practice Learning Team Handbook and the PAD and can confirm that assessment decisions made by PAs are informed by feedback sought and received from PSs. The Practice Learning Handbooks clearly outline the planned process for assessment for all participants. The PAD provides detailed instructions and guidance on the practice assessment process, including the defined roles of PSs, PAs and AAs in supporting and evaluating student progress. Specifically, the PAD and Practice Learning Handbook highlight how PSs contribute to guiding students through their learning experiences and providing structured feedback to inform assessment. Practice proficiencies are formally assessed and verified by the PAs. To ensure that assessor decisions regarding proficiency and progression are informed by PS feedback, the PAD includes formative assessment tools and details the aims and structure of the initial interview, mid-point interview, and final interview. These components ensure a robust mechanism for gathering and using feedback from PSs. The partnership preparation and training strategy for PSs, PAs, and AAs addresses the effective use of feedback from PSs to support evidence-based assessment decisions. This process was triangulated at the approval visit through discussions with students, PAs and PSs.
101. In considering Standard 7.3, the visitor team reviewed the evidence and confirms that PAs make and record objective, evidenced-based assessments on conduct, proficiency and achievement, drawing on student records, direct observations, student self-reflection, and other resources. The Practice Learning Handbooks and relevant links to the Practice Support site contain information and links to NMC resources, and TU policies and procedures. Student self-reflection is a component in the PAD and each episode of care assessment has specific learning outcomes that need to be demonstrated for successful completion under direct supervision of the PA.
102. In considering Standard 7.4, the visitor team reviewed the evidence provided and confirms that PAs maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing. PAs for students on the SPQ courses will attend an introductory meeting at the start of the course which will include an update in relation to the course requirements and documentation as well as the support available to them. Information regarding the role and responsibilities of the PA is also stated in the PAD and Practice Learning Team Handbook. The PA is also invited to practice learning team meetings throughout the year. Within the NHS Trusts, all PAs and PSs are required to attend an annual update session, they also provide instruction on how to access support and maintain communication with TU. To monitor and assure the quality of supervision and support, pre-placement

educational audits are conducted. During the approval visit, PAs and PSs confirmed that they felt adequately prepared for their roles.

103. In considering Standard 7.5, the visitor team reviewed the evidence and confirmed that a nominated PA works in partnership with the nominated AA to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies. The Practice Learning Team Handbook sets out clearly the relationships with the student and with each other. This was confirmed through discussions with the stakeholders at the visit, in particular the programme team, students, senior PLPs and the PAs and PSs.
104. In considering Standard 7.6, the visitor team reviewed the evidence and confirmed that there are sufficient opportunities for PAs to periodically observe students across a range of practice environments. This observation informs robust assessment and progression decisions. The SPQ PAD and the Practice Learning Handbooks articulate the expected relationship between the student and the PA, which includes dedicated time for both observation and assessment. Summative 'episodes of care' tools further support this process, alongside the requirement to demonstrate achievement of all proficiencies in practice. Feedback gathered during the visit from students, PAs, and PSs confirmed that sufficient time is consistently provided to facilitate meaningful observation and assessment of SPQ students in practice.
105. In considering Standard 7.7, the visitor team reviewed the evidence and confirmed that there are sufficient opportunities for the PA to gather and coordinate feedback from PSs, any other PAs, and relevant people, in order to be assured about their decisions for assessment and progression. The PAD sets out the process for gaining feedback from across the practice learning team which the PA can draw upon to support them in making their assessment of the student's achievement. Templates for recording this are included in the PAD. There is evidence that the PA has access to feedback from PSs, Skills Facilitators and from people who have received care from the student and from the wider multidisciplinary team. This was discussed and confirmed with the PAs during the visit.
106. In considering Standard 7.8, the visitor team reviewed the evidence and confirms that PAs understand the student's learning and achievement in theory. The Practice Learning Team Handbook provides a clear overview of the course modules including credits allocated to each module and a clear demonstration of the clinical practice requirements. Programme documentation confirms that the student and the PA are made aware of who the AA is for the student at the beginning of the course. Following the final summative meeting, once all academic results are known and proficiency has been confirmed as maintained, the AA in partnership with the PA will confirm that all the conditions of progression have been met. This was discussed and confirmed with the PAs and PSs during the visit.
107. In considering Standard 7.9, the visitor team reviewed the evidence and confirms that communication and collaboration between PAs and AAs is scheduled for relevant points in the programme structure and student progression. Programme documentation confirms that the SPQ courses are all one stage and therefore have one summative assessment point at the end. All routes for SPQ students have an initial tripartite meeting early in the course where an assessment of each student's learning is made and a learning agreement agreed as well as meeting at the end of the course for the final summative assessment of achievement. This was discussed and confirmed with the PAs and PSs during the visit.

108. In considering Standard 7.10, the visitor team reviewed the evidence and confirmed that PAs are not simultaneously the PS and AA for the same student. This was discussed and confirmed with the students, PAs and PSs during the visit.
109. In considering Standard 7.11, the visitor team reviewed the evidence and confirmed that PAs for students on NMC-approved prescribing programmes support learning in line with the NMC Standards for prescribing programmes. The NMP Practice Assessor and Designated Medical Practitioner Mentor Handbook sets out how PAs for students on prescribing programmes support learning in line with the NMC Standards for prescribing programmes. If the PA allocated to the SPQ student is a practising V300 prescriber and therefore able to function as an NMP PA, then it will be at the NMP Lead for their Trust's discretion as to whether they are suitable to provide supervision/assessment for both SPQ proficiencies and prescribing proficiencies. This was discussed and confirmed with students and the senior PLPs.
110. Based on the information made available, the visitor team considers that TU has in place the appropriate arrangements for Standard 7: Practice assessors: responsibilities to enable the NMC standards to be met.

8: Practice assessors: preparation

Approved education institutions, together with practice learning partners, must ensure that practice assessors:		Met	Not met	Met after conditions	Not applicable to this major modification
8.1	Undertake preparation or evidence prior learning and experience that enables them to demonstrate achievement of the following minimum outcomes: 8.1.1 interpersonal communication skills, relevant to student learning and assessment 8.1.2 conducting objective, evidence-based assessments of students. 8.1.3 providing constructive feedback to facilitate professional development in others, and knowledge of the assessment process and their role within it.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2	Receive ongoing support and training to reflect and develop in their role.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3	Continue to proactively develop their professional practice and knowledge in order to fulfil their role.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4	Have an understanding of the proficiencies and programme outcomes that the student they assess is aiming to achieve.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

111. The visitor team considered a range of evidence linked to the proposed modification, including the Practice Learning Team Handbook and PADs. The visitor team also met with key stakeholders including senior management representatives, the programme team, students and representatives from PLPs and EPs.
112. In considering Standard 8.1, the visitor team reviewed the Practice Learning Team Handbook, which outlines the criteria for PAs specific to each field of the SPQ. Section 9 of the handbook states that PAs must undertake appropriate preparation or provide evidence of prior learning and experience. It sets out clear criteria for this, including competencies in interpersonal communication, the ability to provide constructive feedback, and other essential skills. The key role of the PA is to assess and confirm student proficiency, provide assurance of student achievement and competence, and formally sign off proficiencies. PAs are responsible for observing students in practice, conducting and documenting student assessments, and leading both midpoint and summative assessments. These assessments are informed by feedback from PSs and other relevant individuals. The confirmation of student achievement is undertaken in partnership with the AA. This process was discussed and confirmed by the PAs, PSs, students, senior representatives from the PLPs and the programme team.
113. In considering Standard 8.2, the visitor team reviewed the Practice Learning Team Handbook and can confirm a comprehensive and evolving system of support, training, and development for PAs. PAs are required to complete a self-assessment declaration to remain on the PA database and are guided by the placement handbook, which specifies that every three years they must demonstrate continued

professional development through participation in educational activities and updates relevant to their role. There is strong collaboration between TU and the PLPs, as evidenced by initial training, annual updates, monthly meetings, and access to an enhanced online support platform. Training also addresses managing underperforming students, and all stakeholders are clear on the processes and personnel available for guidance and support. This process was discussed and confirmed by the PAs, senior representatives from the PLPs and the programme team.

114. In considering Standard 8.3, the visitor team reviewed the programme documentation and confirmed the wide range of support and development opportunities offered by employers and TU including initial training, annual updates, monthly meetings, and the online support site, which is currently being enhanced. The placement handbook specifies that every three years PAs must demonstrate continued professional development through participation in educational activities and updates. This process was discussed and confirmed by the PAs, senior representatives from the PLPs and the programme team.
115. In considering Standard 8.4, the visitor team reviewed section 9 of the Practice Learning Team Handbook, which outlines the requirements for PAs. It specifies that PAs must have completed a period of preceptorship as community nurses with a Specialist Practitioner Qualification (SPQ), or alternatively, must be able to evidence prior learning and relevant experience in the PA role. The panel also reviewed the content of the PA preparatory workshop, which includes components on evidence-based assessment and decision-making aligned to student achievement of the platform proficiencies, programme outcomes, and the NMC SSSA. These requirements and preparatory provisions were discussed with, and confirmed by, PAs, senior representatives from the PLPs, and members of the programme team.
116. Based on the information made available, the visitor team considers that TU has in place the appropriate arrangements for Standard 8: Practice assessors: preparation to enable the NMC standards to be met.

9: Academic assessors: responsibilities

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not met	Met after conditions	Not applicable to this major modification
9.1	Academic assessors collate and confirm student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2	Academic assessors make and record objective, evidence-based decisions on conduct, proficiency and achievement, and recommendations for progression, drawing on student records and other resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3	Academic assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing and confirming.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4	The nominated academic assessor works in partnership with a nominated practice assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.5	Academic assessors have an understanding of the student's learning and achievement in practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.6	Communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.7	Academic assessors are not simultaneously the practice supervisor and practice assessor for the same student.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

117. The visitor team considered a range of evidence linked to the proposed modification, including the Practice Learning Team Handbook and PADs. The visitor team also met with key stakeholders including senior management representatives, the programme team, students and representatives from PLPs and EPs.

118. In considering Standard 9.1, the visitor team reviewed the Practice Learning Team Handbook and noted that the SPQ courses are all one part. The PAD contains the AA end-of-programme approval form, this form allows the AA to confirm achievement of the specified practice learning hours, prescribing proficiency and to confirm that the student has been passed by the PA as fit to practise safely and efficiently.

119. In considering Standard 9.2, the visitor team reviewed the evidence and confirmed that AAs are prepared for the role by support from the principal lecturer within the preceptorship process when commencing employment in the Department. The Nursing and Midwifery Departmental meetings also provide an opportunity for

updates in relation to developments regarding the role and application of the standards. Those AAs who will be supporting a student on the Health and Justice field of the SPQ may not have the SPQ qualification but will be an academic, a registered nurse and have relevant clinical expertise. If they do not have the SPQ qualification, they will be linked with a member of the SPQ course team who does have this qualification to provide peer support. Prior to the course commencing, all course team members attend a session led by the course/field leader. The AA uses the SPQ PAD to record feedback and evidence-based assessments. The PAD includes a range of evidence including: formative learning review meetings; summative assessments of episodes of care; student interpersonal skill feedback from people who receive care from the student, carers (for those on the District Nursing field) and the wider multidisciplinary team (for those on the Health and Justice field); written reflections that allow AAs to make evidence-based and objective decisions. These requirements and preparatory provisions were discussed with members of the programme team during the visit.

120. In considering Standard 9.3, the visitor team reviewed the AA role and criteria with the PAD and guidance within the Practice Learning Team Handbook. This was discussed and reviewed with the programme team and senior management at the visit, along with a review of the current staff CVs.
121. In considering Standard 9.4, the visitor team reviewed the Practice Learning Team Handbook, PADs and programme handbooks and confirmed there is a process to show how and when recommendations for progression are made. There is clear evidence of good communication channels and regular meetings between the PA and AA. Tripartite meetings throughout the programme facilitate this also. This process was discussed with, and confirmed by, PAs, senior representatives from the PLPs, and members of the programme team.
122. In considering Standard 9.5, the visitor team reviewed the Practice Learning Team Handbook and PADs. The PAD confirms the formal points at which the PA and AA communicate to review the student's progress. This takes the form of an initial interview meeting at the beginning of a period of assigned learning and ends with a final interview meeting. PAs are also encouraged to contact the AA at any point during the programme if they have concerns about a student's progress. In this case, an additional meeting will be arranged with the student. This guidance is set out within the Practice Learning Team Handbook.
123. In considering Standard 9.6, the visitor team reviewed the Practice Learning Team Handbook and PADs. The PAD confirms the schedule for tripartite meetings, which are held between the AA/PA/PS and student in semester one, weeks one to two and semester two, weeks seven to eight. There is an additional midpoint tripartite meeting in semester two which the AA may attend if any concerns have been raised by the student, PA or AA. This process was discussed with, and confirmed by, PAs, senior representatives from the PLPs, and members of the programme team.
124. In considering Standard 9.7, the visitor team reviewed the Practice Learning Team Handbook and confirms that the AA is not simultaneously the PS and PA for the same student. AAs are based at TU in a role which would not allow them to take on the role of PS or PA for a student on the programme. In the practice area, the Nominated Person oversees the allocation of students to a PS and PA and acts as a mechanism to ensure that a different PS/PA and AA is allocated. This process was discussed with, and confirmed by, PAs, senior representatives from the PLPs, and members of the programme team.

125. Based on the information made available, the visitor team considers that TU has in place the appropriate arrangements for Standard 9: Academic assessors: responsibilities to enable the NMC standards to be met.

10: Academic assessors: preparation

Approved education institutions, together with practice learning partners, must ensure that academic assessors:		Met	Not met	Met after conditions	Not applicable to this major modification
10.1	Are working towards or hold relevant qualifications as required by their academic institution and local and national policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10.2	Demonstrate that they have achieved the following minimum outcomes: 10.2.1 interpersonal communication skills, relevant to student learning and assessment 10.2.2 conducting objective, evidence-based assessments of students 10.2.3 providing constructive feedback to facilitate professional development in others. 10.2.4 knowledge of the assessment process and their role within it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10.3	Receive ongoing support and training to reflect and develop in their role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10.4	Continue to proactively develop their professional practice and knowledge in order to fulfil their role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10.5	Have an understanding of the proficiencies and programme outcomes that the student they confirm is aiming to achieve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

126. Arrangements for the preparation of AAs have not changed as a result of the modification and therefore this standard was not considered.

127. During the visit, TU confirmed that there was sufficient expertise within the institution for both the District Nursing and Health and Justice programmes. The contribution by stakeholders was also confirmed regarding co-teaching on specific sessions. This was confirmed by senior representatives from the PLPs.

128. Based on the information made available, the visitor team considers that TU has in place the appropriate arrangements for Standard 10: Academic assessors: preparation to enable the NMC standards to be met.

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