Programme Major Modification report

Programme provider:	Northumbria University
In partnership with: (Associated practice placement providers involved in the delivery of the programme)	Newcastle NHS Foundation Trust Northumbria Healthcare NHS Foundation Trust North Tyneside Local Authority South Tyneside and Sunderland NHS Foundation Trust
Date of review:	11 Oct 2019
Type of Modification	Visit
Provision reviewed:	Registered Specialist Comm Public Health Nursing – HV (With Optional Integrated Nurse Prescribing) Registered Specialist Comm Public Health Nursing - SN
Title of current programme:	Registered Specialist Comm Public Health Nursing (With Optional Integrated Nurse Prescribing)
Title of modified programme if changed:	MSc Specialist Community Public Health Nursing (Health Visiting) (School Nursing) Postgraduate Diploma Specialist Community Public Health Nursing
Academic level of current programme:	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Academic level of modified programme if changed:	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10

	☐ Level 11
Reviewer:	Theresa Titchener

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Outcome of Approval Panel Meeting	
Outcome:	Recommended for approval with conditions and recommendations
Conditions and NMC standard(s)/requirement(s) they relate to:	**Resources** None identified **Admission and progression** None identified **Practice learning** None identified **Fitness for practice** None identified **Quality assurance** Condition one: Variation orders (VO) need to be confirmed (with the education committee, approved at faculty level) and with VOs supported by reference to professional statutory and regulatory body (PSRB) assessment regulations and signed off by the education committee. (University condition) Condition two: Differentiate the learning outcomes between the two different programmes. (University condition) Condition three: Nurse prescribing modules accreditation required (scheduled 6 November 2019). (University condition) Condition four: Documentation tidy up for example, module learning outcome mapping, some module descriptors missing, make processes around

	recognition of prior learning (RPL) more explicit in student handbook with particular regard to the prescribing modules, require confirmation that reading lists are made available to library services. (University condition)
Date conditions to be met:	15 Nov 2019
Recommendations and NMC standard(s)/requirement(s) they relate to: **Note: recommendations will be assessed through the AEI annual self-assessment report**	Recommendation one: Consideration to be made to the experience of students on pathways with small numbers. (SFNME R3.16)
Date conditions met:	15 Nov 2019
Programme start date:	20 Jan 2020

Summary

Summary of modification request

The University of Northumbria (UN) has an established record of providing public health nursing programmes. The specialist community public health nursing, (SCPHN) health visiting (HV), school nursing (SN) and sexual health advisors, programme is in approval since May 2010 and a minor modification in November 2012. The programme provides interprofessional learning for HV, SN and sexual health advisors.

The major modification reflects and recognises the changing landscape of SCPHN practice and the contemporary nature of HV, SN and sexual health nursing. The programme is offered on full-time basis at academic level seven since most students completing pre-registration nursing programmes already have a degree.

New modules are developed in addition to implementing the Standards for student supervision and assessment. There is evidence of collaboration with the university and practice learning partners (PLPs) to prepare staff for the new roles of practice supervisor, practice assessor and academic assessor.
There is a range of workshops, training days and online activities for staff, to prepare them for the transition from mentors and practice teachers to these new roles.

The programme has one intake each year and is successfully delivered in partnership with associated PLPs. Programme documentation is produced in collaboration with PLPs, service users current and former students. There's evidence of strong and effective partnership working with stakeholders.

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

The programme is recommended to the NMC for approval. The visitor made one recommendation. The university made four conditions.

Updated 15 Nov 2019
UN has provided documentary evidence for the four university conditions. The conditions are met and the modification to the programme is recommended to the NMC for approval.

Feedback from key stakeholders

Presenting Team

The presenting team give a comprehensive account of programme development and key drivers which underpin the modification to the programme. They are confident strong partnership with sponsoring organisations and the local authority will maintain the viability of the programme.

Mentors, sign-off mentors, practice teachers and employers

Practice learning staff tell us they work closely with the university and are involved in the curriculum development process. They say they supervise students on a one to one basis. They attend three update sessions each year. The student's personal tutor is the first point of contact and the academic assessor will not be the student's personal tutor. Practice supervisors and practice assessors know how to raise concerns regarding a failing student. They tell us they feel fully supported by the programme team.

PLP managers tell us they work closely with the university, who are responsive to service needs. They're involved in consultations during programme development. Employer PLPs confirm their commitment to the programme and that students exiting the programme are fit for practice and fit for purpose.

Students

Students say they're well supported in practice, to meet their practice proficiencies and complete the programme. Students say they benefit from shared learning in the programme. They confirm opportunities to explore their own specialism within tutorial sessions. Students say they are given opportunities to feedback to the programme team about their academic experiences and changes are made as a result. Students confirm they evaluate their practice experiences. They say they're well supported by their personal tutor.

Service users and carers

Service users known as experts by experience (EBE) confirm their involvement in developing the curriculum, interviewing candidates for the programme and in programme delivery. All candidates are interviewed in collaboration with PLPs, EBE and programme academic staff. The service user strategy for the faculty provides guidance to for the development and use of EBE.

Examples of notable and innovative practice and standards they relate to

None identified

Potential risks to compliance of education standards and standards they relate to

None identified

Potential risks to the student learning environment and standards they relate to

None identified

Any other risks to public protection

None identified

Areas for future monitoring

None identified

Outcome recommendation
The programme is recommended to the NMC for approval. There were four university conditions and one recommendation made by the QA visitor.   Updated 15 Nov 2019 UN has provided documentary evidence for the four university conditions. The conditions are met and the modification to the programme is recommended to the NMC for approval.

NMC Standards
Please refer to the Standards of proficiency for specialist community public health nurses (NMC, 2004), current programme specific circulars accessed via the NMC Website and Section one of the Mott MacDonald QA Handbook.

Standards of proficiency for entry to the register
Context of practice
The standards of proficiency apply for entry to the specialist community public health nurses' part of the NMC register. They must be achieved within the context of the practice route followed by the student. This provides comparability of proficiency at the point of entry to the register, whilst ensuring that the specific knowledge, skills and proficiencies pertaining to each field of specialist community public health nursing are achieved for safe and effective practice.
What we found:
Unchanged since original approval in May 2010 and the modification in November 2012. The SCPHN contextual statement and programme specifications say applicants must hold a relevant professional qualification. The contextual statement makes clear PLPs sponsoring students on the programme are responsible for disclosure and barring service (DBS) checks and health screening. Programme documentation specifies accreditation of prior experiential learning (recognising prior learning) is permitted. Students study core public health skills in shared teaching sessions. Documentary evidence shows specific sessions are devoted to the application of these skills in their chosen field of practice. The programme team outline the roles of the practice supervisor, practice assessor and academic assessor. Practice learning staff confirm they are being prepared for these roles through a programme of preparation and updates. They are supported by PLPs to undertake preparation for these roles.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 1: Length of programme
Programmes are required to have an overall length of 52 weeks (of which 45 are programmed weeks). There is no maximum time limit within which the programme must be completed and programme providers must ensure that they have in place processes to manage interruptions to the study of programme for whatever reason.
What we found:
Standard 1 is met. Unchanged since original approval in May 2010 and the modification in November 2012. The programme year plan and programme specifications demonstrate the full-time programme extends over 52 weeks with 45 weeks (theory and practice) weeks. The masters programme is offered over two years. Students can exit at the end of year one with a postgraduate diploma (Pg Dip) with eligibility for registration on part three of the NMC register. All programme learning outcomes mapped against the NMC standards are completed at the end of year one. The programme team tell us students interrupting their study continue be managed on an individual basis following defined university guidelines. Programme documentation acknowledges no maximum time limit within which the programme must be completed.

Outcome:	Standard met

Date standards met:	
Revised outcome:	

Standard 2: Structure of programme
Programmes will comprise practical and theoretical learning that is transferable to different settings, clients and areas of practice, addressing the common principles of community public health. In addition, programmes should distinguish common core learning and opportunities for students to learn how this is applied through different roles and in different settings.
What we found:
Standard 2 is met. Unchanged since original approval in May 2010 and the modification in November 2012. The programme specification and practice assessment document SCPHN demonstrates an equal balance of theory and practice learning. The SCPHN year plan chart demonstrates theory and practice hours are distributed throughout the programme. Modules are adapted to reflect academic level seven writing and developing students as critical thinkers with advanced leadership and research skills. The programme documentation demonstrates four theory-based and one practice-based module. Shared learning takes place with students from other professional programmes and small group tutorials are embedded through the modules to focus on each specialism. Students confirm this and say due to their small numbers they'd like more sessions on their defined area of practice. (Recommendation one) (SFNME R3.16)

Outcome:	Standard met
Date standards	

met:	
Revised outcome:	

Standard 3 – Balance of practice and theory
The balance between practice and theory in the programmes will be 50 percent practice and 50 percent theory across the whole programme. A consolidating period of practice equivalent to at least 10 weeks at the end of the programme is required to enable students to consolidate their education and competence in the practice field.
What we found:
Standard 3 is met. Unchanged since original approval in May 2010 and the modification in November 2012. The programme year plan chart is presented as a week-by week programme breakdown for the full-time programme. This demonstrates compliance with the 50 percent theory and 50 percent practice requirement and a 10-week consolidation period at the end of the programme.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 4 – Defined areas of practice

Where a particular practice route is required students must have completed their consolidated practice experience (minimum of 10 weeks) and at least half the remaining practice time (minimum 6.3 weeks) in settings and with clients that are central to the responsibilities for that defined area of practice. At least half the theoretical learning must have been applied to those core settings and clients.

Students must, additionally, spend at least three weeks gaining experience in the settings, and with clients, considered either important or that may be a potential area of responsibility, even if not central to the defined area of practice.

What we found:

Standard 4 is met. Unchanged since original approval in May 2010 and the modification in November 2012.

The practice assessment document provides a table for students to record each day of their practice experience. Students complete an alternative practice activity for the three weeks they spend gaining alternative experience. The practice assessment document is adapted for the practice supervisor, practice assessor and academic assessor to collaborate and confirm student achievement of all practice proficiencies for entry to the SCPHN part of the NMC register.

In partnership with PLPs, students identify and plan their alternative experiences which will enhance their public health practice. These are recorded in their practice assessment document. The practice assessment document demonstrates students complete 10 weeks practice consolidation before they are signed off as competent by their practice assessor.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 5 – Academic standard of programme

The minimum academic standard of specialist community public health programmes remains that of a first degree.	
What we found:	
Standard 5 is met. The programme documentation confirms changes to the level of study. The programme is now only presented at academic level seven. Students entering the programme are required to hold a first level degree at upper second-class classification or above.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 6 – content of curriculum
The content of the curriculum for specialist community public health nursing programmes should be that which will enable the achievement of the standards of proficiency sufficient for safe and effective practice for entry to the register as a specialist community public health nurse. Where a student intends to work in a particular area of practice, content must enable sufficient learning to take place within that area to ensure safe and effective practice. The outcomes and standards for proficiency should be read in conjunction with the guiding principles.
What we found:
Standard 6 is met. The curriculum content is unchanged since original approval in May 2010 and the modification in November 2012. The level of academic study is changed.

The programme is made up of five modules for Pg Dip students. These modules all reflect recent key texts addressing a contemporary public health agenda enabling students to achieve the Standards of proficiency for safe and effective practice for entry to the register as a SCPHN. Students can choose an additional 60 credit dissertation module in year two should they wish to continue their studies to masters level. All modules are shared with district nurses. The practice-based modules link theory to practice. The curriculum is aligned to the recommended national curriculum for SCPHN.

Programme documentation indicates the V100 is an optional module. Students not undertaking V100 can opt to complete the module assessment and history taking in specialist practice. The prescribing assessment document records the required hours of practice.

EBE are involved in programme delivery, recruitment and provide feedback on student performance in the practice assessment document (portfolio). Documentary evidence and the programme team tell us there's a service user strategy in the faculty. The practice assessment portfolio asks for feedback from EBE on individual student performance.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

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

Standard 7 is met. The designated leader for SCPHN is registered as a SCPHN HV. Curricula vitae (CVs) for teachers contributing to the programme demonstrate they have appropriate qualifications and experience.

The practice assessment document explains students will be allocated to an appropriately qualified and prepared practice supervisor on a day to day basis. They are allocated a practice assessor and academic assessor. The practice assessor is identified by the practice area manager in conjunction with the programme lead. The practice assessor will work with the student at key points in the programme to evaluate and make recommendations about student progress. This will include discussions with practice supervisors and the academic assessor. These are documented in the practice assessment document.

The practice assessment documents give clear guidance on the roles and responsibilities of practice supervisors, practice assessor and academic assessor. The programme handbook explains pastoral and academic support available to students. Students confirm they are supported.

Practice supervisors and practice assessors tell us they feel prepared for their role and there's a variety of supportive meetings for them at the university. They confirm academic staff visit them in practice should they have any concerns regarding a student. If there are any issues of concern a meeting will take place with the student, academic assessor, practice supervisor and practice assessor where an action plan is set.

Service managers tell us practice supervisors and practice assessors are being prepared for their role and are encouraged to attend the university for update sessions. Area managers will record when staff complete role preparation and this is reviewed at appraisals. Role preparation can take the form workshops, training days and online activities for staff. This is jointly undertaken with the university and practice education lead.

Service managers tell us there are sufficient practice supervisors and practice assessors to meet student numbers. The programme team and PLPs confirm educational audits of practice learning environments are carried out biennially, which includes a review of recent CQC reports. If necessary, action plans are developed, or practice placements can be withdrawn where there are concerns over public safety and protection.

The programme team tell us they hold minuted staff-student progress committee meetings twice each academic year. This is attended by student representatives, the programme team and PLPs. It is an opportunity to discuss the programme and

explore any challenges and action plans developed.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 8 – Nature of programme
The programme should be arranged so that teaching and learning of both core principles and those specific to particular practice routes are integrated through the whole programme at a level beyond initial registration as a nurse or midwife. This will provide opportunities for appropriate shared learning between areas of community public health.
What we found:
Standard 8 is met. Unchanged since original approval in May 2010 and the modification in November 2012. Programme documentation demonstrates core and optional modules are available to students including shared learning with students from other professional programmes. Students are offered tutorials specific to their field of practice.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

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Standard 9 – Knowledge underpinning practice	
In order to provide a knowledge base for practice, contemporary theoretical perspectives and public health standards should be explored.	
What we found:	
Standard 9 is met. Programme documents draw on the new national recommended curriculum for SCPHN in the development of the programme.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 10 - Assessment
A range of assessment strategies should be used throughout the programme to test knowledge and standards of proficiency in all aspects of the specialist community public health nursing curriculum. These must include at least one timed examination under invigilated conditions. This requirement excludes any examinations that may be required for nurse prescribing associated with health visiting.
What we found:
Standard 10 is met. Unchanged since original approval in May 2010 and the modification in November 2012. Programme documentation demonstrates that various assessments are used to test knowledge and achievement of the Standards of proficiency for SCPHN (NMC, 2004). These include marked coursework, poster and oral presentation. Students have access to the university virtual learning environment, Blackboard.

All modules are reviewed ensuring they meet academic level seven. The building community capacity module includes an invigilated two-hour unseen examination which addresses the learning outcomes for the module. Students must pass all elements of assessment to successfully complete the programme. There is no compensation in assessment.

Students say there's a range of assessments to test their knowledge and understanding which they find challenging and which help them to develop.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 11: Student status and supernumerary status
Students undertaking programmes of preparation for specialist community public health nursing practice will be directed throughout by the approved educational institution; and shall have supernumerary status to enable them to achieve the required standards of proficiency.   In this instance supernumerary status means, in relation to a student, that she shall not as part of her programme of preparation be employed by any person or body under a contract of service to provide community public health nursing care. Where part time students are being employed at the same time as undertaking a programme of preparation, provision must be made to ensure that students are able to obtain suitable learning experiences for a period equivalent to 505 of the programme.
What we found:
Standard 11 is met. Unchanged since original approval in May 2010 and the modification in November 2012. Programme documents demonstrate students are supernumerary throughout the

programme. Students and PLPs confirm supernumerary status is maintained for all learning in practice.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standards of proficiency: 4 domains
Search for health needs
Stimulation of awareness of health needs
Influence on policies affecting health
Facilitation of health enhancing activities
What we found:
Unchanged since original approval in May 2010 and the modification in November 2012.   The four domains of public health practice underpin the 10 key principles which make up the Standards of proficiency for SCPHN (NMC, 2004). Programme documents map module learning outcomes to specific Standards of proficiency. Students must record achievement of SCPHN.   The practice assessor assesses the student to confirm achievement of proficiencies and programme outcomes in practice. The practice assessor makes and record objective evidence-based assessments on conduct, proficiency and achievement

drawing on student records, direct observation and student self-reflection. The practice assessor works in partnership with the practice supervisor and academic assessor to recommend the student be signed off as competent in practice.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

V100 Community Practitioner Nurse Prescriber	
Please indicate whether the V100 is an integrated or option element of the Specialist community public health programme.	Optional
Please indicate whether the V100 is to be approved at this event or provide the date it was approved	
What we found:	
Unchanged since original approval in May 2010 and the modification in November 2012. The V100 will be presented for approval against the Standards for prescribing programmes (NMC, 2018) on 6 November 2019.	

NMC Circular 03/2011 - Resources to support programme intentions
Programme providers must provide evidence at programme approval that resources are currently available to support programme intentions.
What we found:
A statement of compliance signed by the AEI and the education commissioners is in place for the programme. The programme team and PLPs confirm sufficient academic and practice learning supportive services are in place to support the proposed number of students and implementing the SSSA. PLPs confirm practice supervisors and practice assessors are supported and prepared for their role.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

Evidence and references list
MSc in SCPHN, programme specification, March 2018
MSc SCPHN/Specialist practice district nursing, year plan chart, January 2020
Higher education achievement supplement, undergraduate and postgraduate programmes, January 2020
Interruption to study, 2019-2020
MSc in SCPHN, contextual statement, September 2019

MSc in SCPHN, practice assessment document SCPHN 2020-2021

Programme framework for Northumbria awards, guidance document, August 2015

Assessment and history taking in specialist practice, module specification, September 2019

Evidence based specialist practice, module specification, August 2019

Recommended national curriculum for SCPHN mapping document, 2019

MSc in SCPHN, programme handbook, 2020/2021.

MSc in SCPHN, programme learning outcomes SCPHN mapping document, September 2019

Building community capacity, module specification, 2020/21

Building community capacity module handbook, 2020/21

MSc in SCPHN, assessment schedule, 2020/21

Recognition of prior learning (RPL), September 2017

Personal tutoring policy, November 2018

MSc in SCPHN, practice learning handbook, May 2019

Meeting with SCPHN programme team, 11 October 2019

Meeting with SCPHN students, 11 October 2019

Meeting with experts by experience, 11 October 2019

Meeting with service managers, 11 October 2019

MSc in SCPHN, statement of compliance, 11 October 2019

MSc in SCPHN, staff information, staff curriculum vitae, 2019-2020

NMC register check, 26 September 2019

Post visit evidence:

VO, November 2019

MSc in SCPHN, programme specification, November 2019

MSc in SCPHN, programme handbook, 2020/2021.

MSc in SCPHN, practice assessment document, 2020-2021

MSc in SCPHN, programme learning outcomes SCPHN document, November 2019

Personnel supporting programme approval

Members of Approval Panel

Principal lecturer department of architecture and built environment, UN (Chair)

Department of social work, education and community wellbeing, UN (internal panel member)

Associate professor, business school, UN (Internal member)

Expert by experience x two

Student representative, UN

NMC visitor, district nursing

NMC visitor, SCPHN

PSRB secretary, UN, one

Note taker x one

Programme Presenters

Deputy faculty pro vice chancellor/head of department, nursing, midwifery and health

Head of subject, nursing, midwifery and health

Director of placements, nursing, midwifery and health

Programme lead for SCPHN

Faculty register

Programme leader for specialist practice district nurse

Quality and teaching excellence manager x two

Practice placement facilitator, Newcastle Upon Tyne hospitals

BSc (Hons) Community specialist practice district nursing student

Academic support manager.

Were any service providers visited?

No service providers visited.

Meetings with others

Mentors / sign-off mentors	
Practice teachers	13
Service users / Carers	2
Practice Education Facilitator	2

Director / manager nursing	2
Director / manager midwifery	
Education commissioners or equivalent	1
Designated Medical Practitioners	
Other (please specify)	1

Chief Matron

If there were no representatives present during the approval event please state why:

Meetings with students

Nursing					
Adult		Year 1	Year 2	Year 3	Year 4
Mental Health		Year 1	Year 2	Year 3	Year 4
Children's		Year 1	Year 2	Year 3	Year 4
Learning Disabilities		Year 1	Year 2	Year 3	Year 4
Midwifery (3 year)		Year 1	Year 2	Year 3	
Midwifery (18 month)		Year 1	Year 2		
SCPHN		HV	SN	OH	FHN	RPHN

					1
Learning and Assessment in Practice		**Mentor**	**Practice Teacher**	**Teacher**	
			13		
Nurse Prescribing		**V100**	**V150**	**V300**	
Specialist Practice		**Adult**	**Mental Health**	**Children's**	
		Learning Disability	**General Practice Nursing**	**Community Mental Health Nursing**	
		Community Learning Disabilities Nursing	**Community Children's Nursing**	**District Nursing**	
				2	

Additional evidence viewed

No additional evidence viewed.

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Issue record

Author:	Theresa Titchener	Date:	16 Dec 2019
Checked by:	Monica Murphy	Date:	17 Dec 2019
Approved by:	Andrea Bacon	Date:	19 Dec 2019
Submitted by:			