Programme approval report

Section one

Programme provider name:	University of Salford
In partnership with: *(Associated practice learning partners and /or employer partners involved in the delivery of the programme)*	Northern Care Alliance NHS Group
Programme reviewed:	**Specialist community public health nursing:** Health visiting ☐ School nursing ☐ Occupational health nursing ☐ Family health nursing ☐ Generic ☐ **Apprenticeship route** ☐ Health visiting apprenticeship ☒ School nursing apprenticeship ☒ Occupational health nursing apprenticeship ☐
Title of programme(s):	PgDip Specialist Community Public Health Nurse - Health Visiting PgDip Specialist Community Public Health Nurse - School Nursing

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Academic levels:	
SCPHN Health visiting	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN School nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN Occupational health nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN Family health nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN Generic	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN Health visiting apprenticeship	England, Wales, Northern Ireland ☐ Level 6 ☒ Level 7 SCQF

	Level 9 ☐ Level 10 ☐ Level 11 ☐
SCPHN School nursing apprenticeship	England, Wales, Northern Ireland Level 6 ☐ Level 7 ☒ SCQF Level 9 ☐ Level 10 ☐ Level 11 ☐
SCPHN Occupational health nursing apprenticeship	England, Wales, Northern Ireland Level 6 ☐ Level 7 ☐ SCQF Level 9 ☐ Level 10 ☐ Level 11 ☐
Date of approval visit:	25 May 2021
Programme start dates: SCPHN Health visiting SCPHN School nursing SCPHN Occupational health nursing SCPHN Family health nursing SCPHN Generic SCPHN Health visiting apprenticeship SCPHN School nursing apprenticeship SCPHN Occupational health nursing apprenticeship	 20 September 2021 20 September 2021
QA visitor(s):	Registrant Visitor: Val Thurtle

Section two

Summary of review and findings
The University of Salford (UoS) is an established approved education institution (AEI). The school of health and society (the school) seek approval to deliver a postgraduate diploma specialist community public health nursing (SCPHN) apprenticeship with an integrated end point assessment (EPA). The programme is delivered full-time over 52 weeks and has health visiting (HV) and school nursing (SN) routes. The programme is mapped against the Standards of proficiency for specialist community public health nurses (SPSCPHN) (Nursing and Midwifery Council (NMC), 2004). Development has been further informed by the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018). There's evidence that a range of stakeholders have been involved in the development of the programme. This includes students, employer partners (EPs) and service users and carers (SUCs). There's evidence that stakeholders have contributed to the programme development through consultation meetings. EPs confirm that there's a service need for the programme and that they are committed to ensuring practice learning is supported in line with the SSSA. There's evidence of strategic and operational partnership working between UoS and EPs who are part of the Greater Manchester (GM) partnership approach to the implementation and operationalisation of the SSSA. The school senior leadership team confirm that adequate staff, learning accommodation, teaching and learning resources are in place to support the programme. They confirm a commitment to the academic assessor role. There's evidence that the programme team are suitably qualified and experienced to support apprentices undertaking the programme. The school have previously delivered an SCPHN programme. The leadership team confirm that student numbers are anticipated to be limited initially however shared learning is undertaken with students undertaking the specialist practitioner qualification district nursing (SPQ DN) and the Master of science public health programmes. A review of student numbers will be regularly reviewed and monitored in partnership with EPs to ensure that resources continue to be sufficient to support the programme. Partnership working and commitment is demonstrated by EPs who attended the approval visit and who provide written commitment to support the apprenticeship

routes. EPs from the Northern Care Alliance NHS Group include the following organisations: Bury Care Organisation, Oldham Care Organisation, Rochdale Care Organisation and Salford Care Organisation all confirm their support and commitment to the programme at the approval visit.

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

The SFNME is met at programme level, the SSSA isn't met at programme level.

The programme is recommended for approval subject to one NMC condition; one university condition is made. One university recommendation is made.

Updated 22 June 2021:

UoS has provided additional documentation to meet the NMC condition, they confirm that the university condition has been met.

The conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** Condition one: Provide revised student facing documentation which accurately articulates and identifies the roles of practice supervisor, practice

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	assessor and academic assessor in relation to practice assessment and student progression. (SSSA R4.1, R7.1, R9.1; SPSCPHN Standard 7) **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** Tidy up documentation, proof-read documents for typographical errors. (University condition)
Date condition(s) to be met:	22 June 2021
Recommendations to enhance the programme delivery:	Recommendation one: Make the disclosure and barring service (DBS) information explicit in the documentation. (University recommendation)
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions: Revised copies of the programme documentation provide evidence the conditions are met. Revised student apprentice facing programme documentation clearly details the roles and responsibilities of practice supervisors, practice assessors and academic assessors in relation to practice assessment and student progression. Condition one is met. An email from the chair of the approval panel confirms that the university condition has been met. Condition two is met.

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒

Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	22 June 2021

Section three

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

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section:

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC *Standards for student supervision and assessment*
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:
R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
R1.7 students are empowered to be proactive and to take responsibility for their learning
R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:
R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

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R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

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

Documentary evidence and the approval visit demonstrate that there's effective and evolving partnership working between the programme team and key stakeholders. There's evidence of a commitment by EPs to work in partnership with UoS, to develop, deliver and continually enhance the programme. UoS has an established record of partnership working with a range of practice learning partners, EPs, SUCs and students through existing NMC pre-registration and post-registration programme delivery. Evidence of co-production minutes and EPs confirm that that they've been involved in the development of the programme. They confirm that they will meet regularly with the programme team to evaluate the programme and review the ongoing governance of the programme. EPs confirm their understanding of their commitment to the programme, including support for practice learning. Documentary evidence and EPs provide assurance that the management of practice learning will ensure that SCPHN apprentices receive appropriate practice learning opportunities

Programme documentation and EPs confirm that there's a commitment to supporting existing apprenticeship programmes in partnership with the UoS. There's evidence of co-production and partnership working with students from the pre-registration nursing programme and SUCs. Documentary evidence and the approval visit confirms that stakeholders support the development of the HV and SN apprenticeship routes. Documentary evidence provides assurance that there's EP compliance to ensure practice learning environments can support both routes. The UoS are experienced in the development and delivery of apprenticeship programmes. There's a school apprenticeship team with an apprenticeship lead who works with programme teams and EPs to develop and support apprentices. The team includes an apprenticeship facilitator who's a UoS member of staff responsible for monitoring and confirming theory hours, liaising with apprentices practice assessors and academic assessors to complete tripartite quarterly reviews.

The school senior leadership team and senior EPs confirm that at a strategic level they are committed to the programme. There's assurance that there's resources to

deliver the programme and continued support for the programme. The programme team include qualified academic staff with SCPHN qualifications who are experienced in programme management. While apprentice numbers are initially limited, EPs confirm that there's sufficient practice assessors and practice supervisors to support apprentices. They tell us that they are developing and preparing practice assessors and practice supervisors to teach and assess apprentices in community settings.

The delivery of integrated care is central to the programme. Apprentices have the opportunity to learn in multi-agency health and social care settings with a range of practitioners. There's an integrated approach to learning that ensures the opportunities for inter-professional learning with students from different disciplines including SPQ DN apprentice students.

There's evidence of the involvement of SCPHN practitioners in the curriculum development and the practice assessment documentation (PAD). Meetings with practice assessors and practice supervisors demonstrate that plans are in place to prepare those who'll supervise and assess SCPHN apprentices. Documentary evidence and EPs confirm that UoS has adopted the GM approach to the implementation and operationalisation of the SSSA for all programmes. The PAD confirms that practice assessors and practice supervisors are required to meet the requirements of the SSSA. Practice assessors and practice supervisors confirm that they have preparation and ongoing development. Documentary evidence and practice assessors and practice supervisors confirm there's a planned programme to prepare them to work with and supervise and assess UoS SCPHN apprentices. Practice assessors tell us that there's SCPHN students from other AEIs learning in the in the same areas of practice. They tell us that they are committed to ensuring equity of learning for all students and apprentices.

There's evidence of a commitment to partnership in the recruitment process. The programme team, EPs and SUC involved in the process have training in equality and diversity. Entry requirements are checked, an applicant who does not possess degree level qualifications may be admitted for entry through the established university recognition of prior learning (RPL) system. EPs organise joint interviews and SUCs are involved in the development of questions and assessments during the interview. NMC registration and DBS checks are undertaken by the programme team.

Programme documentation and SUCs confirm that the school has an established and active SUC group which offers individual preparation though the wider school programme to enhance the learning experience of the student. The group are in the process of being expanded to ensure there's representation from a broader

range of SUCs, including people who access HV and SN services. A school wide strategy is being further developed to reflect a broader approach to SUC involvement across the school. SUCs tell us about their active involvement in the development of the programme. Documentation confirms their contribution and involvement in the recruitment of SCPHN apprentices. SUCs develop questions asked during the recruitment process. They tell us about their roles in NMC programmes that include involvement in simulation activities, particularly related to communication skills development. They are involved as observers in viva assessments. Apprentices are required to obtain feedback from SUCs on at least two occasions in the practice learning environment; the feedback is recorded in the PAD. SUCs tell us that their contribution is valued by the school. The programme team tell us that a formal programme evaluation will be undertaken on first completion of the programme. This will involve consultation with SCPHN and SPQ DN apprentices, SUCs and EPs to review the whole programmes with reporting through UoS quality monitoring processes.

Consultation has been undertaken with pre-registration nursing students who confirm that they've been actively engaged in the consultation about the design and development of the curriculum. Consultation has focused on the student experience and future nursing aspirations for continued professional development. Students tell us that they were invited to all programme development meetings and were part of the discussions about the production of module content and how modules will be delivered. They've contributed by sharing their ideas about what's a good learning experience, in terms of digital learning and effective teaching and learning strategies. Students tell us that they're well supported by the school and UoS. They confirm that there's supportive learning resources and student services in the school and in practice learning environments. There's support from practice assessors and practice supervisors who facilitate a wide range of practice learning experiences. Students tell us that they are encouraged and supported to achieve and do their best. They tell us that they may be interested in undertaking a future SCPHN programme.

The programme handbook confirms that SCPHN apprentices have a responsibility to raise any concerns in practice learning environments. There's evidence of a partnership approach to ensuring that practice learning environments are subject to educational audit. Audits determine the suitability of the practice learning environment to support student learning. Practice assessors, practice supervisors and student representatives tell us that they know how to raise and escalate concerns. The PAD details how concerns and fitness for practise issues are actioned through the development of an action plan. Practice assessors and practice supervisors work in partnership with the academic assessors if there's concerns identified. SCPHN apprentice and practice assessor and practice

supervisor facing programme documentation clearly details the process for raising and managing concerns. EPs tell us about how concerns are managed and how they communicate with and work in partnership with the school to manage concerns. They describe the processes in place to ensure practice learning environments provide appropriate learning for apprentices undertaking the programme.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education*

MET ☒ **NOT MET** ☐

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

MET ☒ **NOT MET** ☐

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

Community Practitioner Nurse Prescriber (V100)
Please indicate whether the V100 is an integrated or optional element of the Specialist community public health programme. **Optional** ☐ **Integrated** ☐ **N/A** ☒ V100 isn't being delivered in the programme. Please indicate whether the V100 is to be approved at this event against the *Standards for prescribing programmes* and *Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2018)* **YES** ☐ **NO** ☒ V100 isn't being approved as this isn't part of the programme.

OR
If V100 is approved against *Standards for prescribing programmes* and *Standards of proficiency for nurse and midwife prescriber* provide the date it was approved:

Proposed transfer of current students to the programme under review
Education institutions and their practice learning partners may propose to transfer current students to the programme under review. Evidence must be provided to support this proposed transfer.
From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the Standards of proficiency for specialist community public health nurses (NMC, 2004) will be met if existing students are to transfer to the proposed programme There are no current SCPHN students at the AEI.

Transfer of current students to Standards for student supervision and assessment (NMC, 2018)
Education institutions and their practice learning partners may propose to transfer current students to the *Standards for student supervision and assessment* (NMC, 2018). If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.
From your documentary analysis and your meetings provide an evaluative summary to confirm how the transfer to the *Standards for student supervision and assessment (SSSA)* **will be met.** The SSSA is implemented in NMC programmes at the AEI.

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

Standards of proficiency for entry to the register

Context of practice
• The standards of proficiency apply for entry to the specialist community public health nurses' part of the NMC register.
• They must be achieved within the context of the practice route followed by the student. This provides comparability of proficiency at the point of entry to the register, whilst ensuring that the specific knowledge, skills and proficiencies pertaining to each field of specialist community public health nursing are achieved for safe and effective practice.

Findings against the standard and requirements

Evidence provides assurance that the following is met:

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

<div align="right">

YES ☒ **NO** ☐

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

- The standards of proficiency are achieved within the context of the practice route followed by the student. This provides comparability of proficiency at the point of entry to the register, whilst ensuring that the specific knowledge, skills and proficiencies pertaining to each field of specialist community public health nursing are achieved for safe and effective practice.

<div align="right">

MET ☒ **NOT MET** ☐

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Documentary evidence confirms that applicants must be registered with the NMC on parts one or two of the register. The minimum academic requirement is 120 level six credits. RPL is considered for those without a first degree using the UoS RPL process. The programme specification states that EPs are responsible for disclosure and DBS checks and occupational health clearance before apprentices start the programme.

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

Date: 25 May 2021

Post event review
Identify how the condition(s) is met

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

Standard 1: Length of programme
• Programmes are required to have an overall length of 52 weeks (of which 45 are programmed weeks).
• There is no maximum time limit within which the programme must be completed and programme providers must ensure that they have in place processes to manage interruptions to the study of programme for whatever reason.
Findings against the standard and requirements
Evidence provides assurance that the following are met:
• Programmes are required to have an overall length of 52 weeks (of which 45 are programmed weeks).   **YES** ☒ **NO** ☐
• There is no maximum time limit within which the programme must be completed and programme providers must ensure that they have in place processes to manage interruptions to the study of programme for whatever reason   **YES** ☒ **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐
Date: 25 May 2021
Post event review
Identify how the condition(s) is met:
N/A

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

Standard 2: Structure of programme
• Programmes will comprise practical and theoretical learning that is transferable to different settings, clients and areas of practice, addressing the common principles of community public health.   • In addition, programmes should distinguish common core learning and opportunities for students to learn how this is applied through different roles and in different settings.
Findings against the standard and requirements

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

- Programmes comprise practical and theoretical learning that is transferable to different settings, clients and areas of practice, addressing the common principles of community public health.

MET ☒ **NOT MET** ☐

Programme documentation demonstrates that theory and practice is distributed throughout the programme, with modules undertaken in all semesters. Modules are core and specific to HV and SN. Apprentices can choose three options from four optional modules; these options enable the programme to be tailored to meet apprentice need. The concepts of integrated care and interdisciplinary learning is central to the programme and provide the opportunity for transferrable learning in different settings. This supports the development of working with clients in different areas of practice. Diverse experiences in practice and the alternative practice and public health days promote a wide range of learning. The programme specification, programme handbook and PAD demonstrate an equal balance of theory and practice learning.

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

MET ☒ **NOT MET** ☐

Modules are delivered at academic level seven and develop apprentices as critical thinkers with advanced leadership and research skills that are transferable within HV and SN practice. Modules are mapped against the SPSCPHN. Core modules ensure that apprentices develop the skills to address the principles of community public health and integrated care. The specialist SCPHN HV/SN module is focused on the skills and identity of the HV and SN; other elements, pertinent to the SCPHN role are identified in the optional modules.

Themes central to public health nursing practice are evident across the programme including mental health, safeguarding and research. The programme team describe how these themes are assessed; this is confirmed in module specifications. The stretch approach linking to learning contracts in the PAD is part of the development of apprentice student empowerment to identify their own learning needs and how to meet these. Discipline specific seminars and directed study resources, ensures the application of the common principles of community public health to HV and SN roles. Theorical learning is applied to practice that's then supported by practice assessors and practice supervisors who facilitate the

identification of learning opportunities and exposure to different roles in different settings. The identification of learning needs through learning contracts supports learning to meet the SPSCPHN. The PAD evidences the recording of progression towards achievement of the SPSCPHN.

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐   **Date:** 25 May 2021
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐   N/A

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

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

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 25 May 2021	
Post event review	
Identify how the condition(s) is met N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met: N/A	**MET** ☐ **NOT MET** ☐

Standard 4: Defined areas of practice

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

Findings against the standards and requirements

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

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

MET ☒ **NOT MET** ☐

Programme documentation demonstrates a structure that evidences that the programme comprises of 50 percent theory and 50 percent practice with 10 weeks consolidated practice in the defined areas of HV or SN practice.

The PAD documents practice learning experiences and a record of attendance. Apprentices undertake a total of 15 public health days and alternative practice providing different experiences which supports their development as a SCPHN. In partnership with practice assessors and practice supervisors, apprentices identify and plan practice activities for the three weeks they spend gaining experience to enhance public health practice.

Programme documentation confirms that, except for the three weeks alternative practice days, practice learning is supported by SCPHN practice assessors and practice supervisors from the same field of practice as apprentices. The year planner demonstrates when apprentices are learning in practice. The programme structure ensures that apprentices complete 10-weeks consolidated practice prior to the final assessment of competence by their practice assessor. Practice assessors, practice supervisors and academic assessors record confirmation and agreement of achievement of the SPSCPHN in the PAD. EPs confirm that and provide written commitment that practice learning is protected.

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

YES ☒ **NO** ☐

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

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 25 May 2021		
Post event review		
Identify how the condition(s) is met N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

Standard 5: Academic standard of programme
• The minimum academic standard of specialist community public health programmes remains that of a first degree.

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

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 25 May 2021		

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

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

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

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 25 May 2021	
Post event review	

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

N/A

Standard 6: Content of curriculum

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

Findings against the standards and requirements

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

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

MET ☒ **NOT MET** ☐

The programme is mapped to the SPSCPHN. Documentation confirms that the programme is aligned to the development of SCPHN HVs and SNs who are competent and safe for entry to part three of the NMC register.

Modules include cross-module themes including safeguarding, mental health and wellbeing and a research-based curriculum that are revisited and applied to HV and SN specific roles. A blended learning approach is used to deliver key theories, concepts and information. Content is delivered through a variety of face-to-face teaching and online lectures through the virtual learning environment (VLE), Blackboard Ultra. Learning resources are appropriate and available in the VLE.

To support the integration of theory to practice, different strategies are used including apprentice and teacher-led seminars, enquiry-based learning scenarios, case study presentations, reflection on practice and clinical scenarios-based teaching in a simulated learning environment. SUCs contribute to taught sessions. The programme promotes self-directed learning, concentrating on the acquisition of specialist knowledge and the development of creative critical thinking. Apprentices are required to take responsibility for identifying their learning needs. Stretch activities are timetabled and are designed to be complimentary, enabling apprentices to focus on topic areas that benefit their practice. Using learning contracts in the PAD, apprentices define a learning objective, the criteria for evaluation, the learning resources required and strategies for how they'll use and demonstrate that they've achieved their learning objective by a target date. By meeting the objective, they demonstrate how they've achieved the SPSCPHN.

Practice supervisors ensure that apprentices experience learning opportunities that support progression towards achievement of the SPSCPHN. Practice assessors, document achievement of the SPSCPHN in the PAD, academic assessors confirm agreement that's recorded in the PAD.

- Where a student intends to work in a particular area of practice, content will enable sufficient learning to take place within that area to ensure safe and

effective practice. The outcomes and standards for proficiency should be read in conjunction with the guiding principles.

MET ☒ **NOT MET** ☐

Documentary evidence confirms that the curriculum reflects contemporary HV and SN practice and is designed to support apprentices to meet the SPSCPHN. Lifelong learning and continued professional development approaches are supported throughout the programme. The programme team tell us that they're working towards baby friendly initiative (BFI) accreditation and teaching content in the programme reflects the BFI requirements.

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

YES ☒ **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 25 May 2021		
Post event review		
Identify how the condition(s) is met N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐ **NOT MET** ☐	

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

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

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

MET ☒ **NOT MET** ☐

Programme documentation and EPs confirm that apprentices are allocated to suitably qualified and prepared practice assessors and practice supervisors. Practice assessors are identified by EPs prior to commencement of the programme. EPs tell us that practice assessors are prepared for their role and are encouraged to attend update sessions. The roles and responsibilities of practice assessors, practice supervisors and academic assessors are clearly detailed in student apprentice, practice assessor and practice supervisor facing documents. The senior school team and EPs confirm that there's appropriately qualified academic assessors and practice assessors to support and work with HV and SN apprentices.

Programme documentation and academic staff curricula vitae confirm that apprentices are allocated to suitability qualified academic assessors who form a support partnership with them and practice assessors. Practice assessors and practice supervisors tell us that they have attended EP events to prepare them to support apprentices undertaking the apprenticeship routes. The UoS apprenticeship facilitator provides non-clinical support for apprentices as they monitor progress through quarterly reviews.

At the start of the programme apprentices have a two-week induction that orientates them to the requirements of the programme. There's a range of services available using the UoS AskUS platform that's a central hub for student enquiries. Apprentices can access this platform that provides advice about areas including finance, wellbeing, faith requirements, visa and immigration. It also provides advice and support with studies, careers and disabilities. Students tell us that the student support mechanisms at UoS ensures they are well supported to study at UoS.

The PAD details how practice assessors engage with and contribute to the quarterly tripartite progress review meetings, with apprentices and the apprenticeship facilitator. The requirements of the apprenticeship routes are detailed in programme documentation. A record of meetings and apprentices' progress are recorded in the PAD. Academic assessors communicate with

apprentices, practice assessors and practice supervisors by email, telephone and in face-to-face tripartite meetings.

Documentary evidence and EPs confirm that two-yearly educational audits of practice learning environments are undertaken. These are reviewed if any concerns are raised to ensure that practice learning is a safe and quality experience for apprentices.

The programme handbook details the importance of feedback from apprentices and their evaluations of practice and theory learning to continually improve the programme and practice learning experiences. Apprentice views and feedback are provided through online module and practice learning evaluations. Nominated student apprentice representatives represent their apprentice student group on the school staff and student committee.

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

MET ☐ **NOT MET** ☒

Discussion with the EPs, practice assessors and practice supervisors demonstrate how EPs plan learning in practice. Approaches used with previous sponsored students and students from other AEIs confirm that there's opportunities for apprentices to learn with students from other AEIs. Written commitment from and discussion with EPs confirm their commitment to support UoS SCPHN apprentices in practice learning environments.

Documentary evidence provides assurance that apprentices have the support of practice assessors and practice supervisors in the practice learning environment for the duration of the programme. Practice assessors must be registered SCPHN HV or SN registrants who are registered on part three of the NMC register. The expectations of the practice assessor, practice supervisor and academic assessor roles are clearly defined for EPs and practice assessors and practice supervisors. Student apprentice facing documentation doesn't explicitly detail the roles and responsibilities of practice assessors, practice supervisors and academic assessors in practice assessment and progression. (Condition one)

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

	YES ☒ **NO** ☐
Assurance is provided that Gateway 2: _Standards for student supervision and assessment_ are met	
	YES ☐ **NO** ☒
Student apprentice facing documentation doesn't explicitly detail the roles and responsibilities of practice assessors, practice supervisors and academic assessors in practice assessment and progression. (Condition one)	

Outcome
Is the standard met? **MET** ☐ **NOT MET** ☒
Student apprentice facing documentation doesn't explicitly detail the roles and responsibilities of practice assessors, practice supervisors and academic assessors in practice assessment and progression. Condition one: Provide revised student facing documentation which accurately articulates and identifies the roles of practice supervisor, practice assessor and academic assessor in relation to practice assessment and student progression. (SSSA R4.1, R7.1, R9.1; SPSCPHN Standard 7) **Date:** 25 May 2021

Post event review
Identify how the condition(s) is met Condition one: Revised programme documentation including an academic assessor guide and SSSA programme guidance provide details about the roles and responsibilities of academic assessors, practice assessors and practice supervisors. Revised student apprentice facing documentation including the programme handbook, practice handbook and PAD accurately detail the role of practice supervisors practice assessors and academic assessors in relation to practice assessment and student progression. Condition one is met. Evidence: Academic assessor guidance, June 2021 Revised, SSSA programme specific guidance, June 2021 Revised, programme handbook, undated Revised, practice handbook, undated

Revised, PAD, undated
Date condition(s) met: 22 June 2021
Revised outcome after condition(s) met: **MET** ☒ **NOT MET** ☐

Standard 8: Nature of programme
• The programme should be arranged so that teaching and learning of both core principles and those specific to particular practice routes are integrated through the whole programme at a level beyond initial registration as a nurse or midwife. This will provide opportunities for appropriate shared learning between areas of community public health.
Findings against the standards and requirements
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met • The programme is arranged so that teaching and learning of both core principles and those specific to particular practice routes are integrated through the whole programme at a level beyond initial registration as a nurse or midwife. This will provide opportunities for appropriate shared learning between areas of community public health.   **MET** ☒ **NOT MET** ☐ The programme specification and the module descriptors demonstrate that varied experiences are offered in both theory and practice. The nature of the programme provides opportunities for shared learning with SPQ DN student apprentices. The programme has been developed to meet the requirements of a SCPHN for HV and SN. The programme effectively combines teaching and learning across a range of modules which reflect the core principles for public health and that are specific to HV and SN practice. On completion of the programme, apprentices have the opportunity to further progress to a part-time integrated care Masters programme.
Outcome
Is the standard met?   **MET** ☒ **NOT MET** ☐

Date: 25 May 2021	
Post event review	
Identify how the condition(s) is met N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met: N/A	**MET** ☐ **NOT MET** ☐

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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.

Findings against the standards and requirements
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met • In order to provide a knowledge base for practice, contemporary theoretical perspectives and public health standards are explored. **MET** ☒ **NOT MET** ☐   Programme documentation confirms that the programme is underpinned by the principles of SCPHN practice. The programme is comprehensively mapped against the SPSCPHN. The curriculum model combines discipline specific with inter-professional learning opportunities. A focus on the themes of integrated care, digital working and safeguarding reflect contemporary SCPHN practice.

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 25 May 2021	

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

Standard 10: Assessment

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

Findings against the standards and requirements

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

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

MET ☒ **NOT MET** ☐

Programme documentation confirms that theory and practice assessments are undertaken throughout each domain of the programme. There's a range of formative and summative assessments to test achievement of the SPSCPHN. Academic assessments include a community profile, business case and viva, essay, poster presentation and a report.

The developing healthy communities and quality in integrated care modules are assessed by a viva; this is timed and conducted by a lecturer acting as the examiner, a SUC and a practice assessor. A UoS member of staff acts as the invigilator who completes a moderator form. Apprentices receive written feedback on their performance. All assessments are scrutinised by an external examiner.

Practice learning is assessed by practice assessors using evidence presented in the PAD. Learning contracts, reflection, achievement of the SPSCPHN and SUC feedback are reviewed and assessed. Practice assessment is undertaken by practice assessors after collaboration with practice supervisors and in agreement academic assessors. Apprentices undertake an integrated EPA at the point the NMC requirements are confirmed as being achieved.

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

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

Date: 25 May 2021

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

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

Findings against the standards and requirements
Evidence provides assurance that the following requirement is met: • Students undertaking programmes of preparation for specialist community public health nursing practice are directed throughout by the approved educational institution; and have supernumerary status to enable them to achieve the required standards of proficiency. In this instance supernumerary status means, in relation to a student, that she shall not as part of her programme of preparation be employed by any person or body under a contract of service to provide community public health nursing care. **YES** ☒ **NO** ☐ • Where part time students are being employed at the same time as undertaking a programme of preparation, provision ensures that students are able to obtain

suitable learning experiences for a period equivalent to 50 percent of the programme.

	YES ☐	NO ☐	N/A ☒

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

Outcome		
Is the standard met?	MET ☒	NOT MET ☐
Date: 25 May 2021		
Post event review		
Identify how the condition(s) is met N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	MET ☐	NOT MET ☐

Standards of proficiency: 4 domains
- Search for health needs   - Stimulation of awareness of health needs   - Influence on policies affecting health   - Facilitation of health enhancing activities
Findings against the standards and requirements

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

4 domains:
- Search for health needs

- Stimulation of awareness of health needs

- Influence on policies affecting health

- Facilitation of health enhancing activities

MET ☒ **NOT MET** ☐

The programme evidences application to each of the four domains of SCPHN practice. The PAD clearly details how the programme is linked to each of the four domains and demonstrates how apprentices develop proficiency against each domain. Evidence of how these have been met are evidenced in the PAD.

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 25 May 2021		
Post event review		
Identify how the condition(s) is met N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s)	☒	☐
Module descriptors SCPHN HV SCPHN SN	☒	☐
Student facing documentation including: programme handbook SCPHN HV SCPHN SN	☒	☐
Practice assessment documentation (PAD)	☒	☐
Practice placement handbook:	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) at programme level (Gateway 1)	☒	☐

	YES	NO
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards of proficiency for specialist community public health nurses (NMC, 2004)* (Gateway 3)	☒	☐
Curricula vitae for relevant staff	☒	☐
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions. Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐ ☒	☒ ☐
If you stated no above, please provide the reason and mitigation: Only HV and SN apprenticeship routes are being proposed.		
List additional documentation: Post visit documentation: Revised, academic assessor guidance, June 2021 Revised, SSSA programme specific guidance, June 2021 Revised, programme handbook, undated Revised, practice handbook, undated Revised, PAD, undated Email from the chair confirming the university condition is met, 21 June 2021 NMC amendments mapping document, 21 June 2021		
Additional comments: None identified.		

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐

Senior managers from associated practice learning partners with responsibility for resources for the programme	☐	☒
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Pre-registration nursing, children's, year two x one Pre-registration nursing, adult, year two x one Pre-registration nursing, adult, year three x one		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation: Only HV and SN apprenticeship routes are being proposed.		
Additional comments: None identified.		

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒
If yes, state where visited/findings:		
If you stated no above, please provide the reason and mitigation: UoS is an established AEI.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer

Issue record			
Final Report			
Author(s):	Val Thurtle	Date:	2 June 2021
Checked by:	Bernadette Martin	Date:	2 June 2021
Submitted by:	Lucy Percival	Date:	15 July 2021
Approved by:	Leeann Greer	Date:	15 July 2021