

Programme approval report

Section one

Programme provider name:	Anglia Ruskin University
Programmes reviewed:	<p>Specialist practice qualification:</p> <p>Community children’s nursing <input type="checkbox"/></p> <p>Community children’s nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Community learning disabilities nursing <input type="checkbox"/></p> <p>Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Community mental health nursing <input type="checkbox"/></p> <p>Community mental health nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>District nursing <input type="checkbox"/></p> <p>District nursing with integrated independent and supplementary prescribing (V300) <input checked="" type="checkbox"/></p> <p>General practice nursing <input type="checkbox"/></p> <p>General practice nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Health and social care nursing <input type="checkbox"/></p> <p>Health and social care nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p>

**Community nurse specialist practice
(NMC 2022) apprenticeship:**

Community children's nursing
apprenticeship

Community children's nursing with
integrated independent and
supplementary prescribing (V300)
apprenticeship

Community learning disabilities nursing
apprenticeship

Community learning disabilities nursing
with integrated independent and
supplementary prescribing (V300)
apprenticeship

Community mental health nursing
apprenticeship

Community mental health nursing with
integrated independent and
supplementary prescribing (V300)
apprenticeship

District nursing apprenticeship

District nursing with integrated
independent and supplementary
prescribing (V300) apprenticeship

General practice nursing apprenticeship

General practice nursing with integrated
independent and supplementary
prescribing (V300) apprenticeship

Health and social care nursing
apprenticeship

Health and social care nursing with
integrated independent and
supplementary prescribing (V300)
apprenticeship

Title of programme(s):	PgDip Community Specialist Practitioner (District Nursing)
Academic levels:	
SPQ Community children's nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community learning disabilities nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community mental health nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ District nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF

	<input type="checkbox"/> Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ General practice nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Health and social care nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community children's nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community learning disabilities nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7

	<p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community mental health nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ District nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ General practice nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>

SPQ Health and social care nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
Date of approval visit:	26 September 2023
Programme start date:	
SPQ Community children's nursing	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community learning disabilities nursing	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community mental health nursing	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	
SPQ District nursing	
SPQ District nursing with integrated independent and supplementary prescribing (V300)	8 January 2024
SPQ General practice nursing	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	
SPQ Health and social care nursing	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community children's nursing apprenticeship	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	

SPQ Community learning disabilities nursing apprenticeship	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community mental health nursing apprenticeship	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ District nursing apprenticeship	
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ General practice nursing apprenticeship	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Health and social care nursing apprenticeship	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Wendy Wesson Lay Visitor: Kuldeep Singh

Section two

Summary of review and findings

Anglia Ruskin University (ARU) school of nursing and midwifery (the school) within the faculty of medicine, health and social care (the faculty) present documentation for approval of a full-time one-year and a part-time two-year post-registration specialist practitioner programme in district nursing (DN) with integrated independent and supplementary prescribing (V300). The proposed programme is developed to meet the Standards of proficiency for community nursing specialist practice qualifications (SPCNSPQ) (NMC, 2022). The programme award is at the level of postgraduate diploma (PgDip). Successful completion of the PgDip award qualifies students to record the specialist practice qualification (SPQ) of DN with integrated V300 with the Nursing and Midwifery Council (NMC). The award includes a fully integrated V300 programme. The V300 programme is approved by the NMC for delivery since 19 August 2019.

The proposed programme is delivered on two ARU sites, Chelmsford and Cambridge.

ARU is an established approved education institution (AEI) with a long history of delivering NMC pre- and post-registration nursing programmes.

Documentation and the approval process provide evidence of well-established relationships between the AEI and their practice learning partners (PLPs). There are robust arrangements in place to jointly monitor practice through the practice education committee and address any issues arising in the academic and practice learning environments. This includes any potential risks to student learning that arise from adverse Care Quality Commission (CQC) reports. PLPs tell us that they work in partnership with ARU to maintain a safe and effective learning environment for students. ARU confirm that they've robust governance processes in place to manage concerns and action plans in response to any adverse system regulator reports. Programme documentation and the approval process provide evidence of effective partnership working between the AEI, PLPs and students.

Evidence provided within the documentation and discussions at the approval visit assure us of healthy partnerships with people who use services and carers (PUSCs) who support the development and delivery of the programme.

Documentation and the approval process provide evidence of engagement of practice supervisors and practice assessors with the programme. There's clear evidence of preparation of practice supervisors and practice assessors for their roles in supporting community nursing SPQ student learning and assessment, including involvement in the development and assessment planning for the practice assessment documents (PADs).

The programme team confirm that recognition of prior learning (RPL) is available to students prior to commencement of the programme. Any students who obtain RPL for the V300 qualification are expected to evidence application of prescribing practice to SPQ DN via the PAD.

Documentation and discussion at the approval visit with the programme team and PLPs confirm that the programme is developed and delivered to encourage diversity, accessibility and inclusion of all students. The programme team and PLPs, supported by documentary evidence, assure us that the support they offer to students takes account of individual student needs to enable them to achieve whilst undertaking the programme. Students confirm that individual academic and study support resources are available to students when they need them. Documentation provided and discussion with the programme team at the visit confirm their commitment to ensuring equal opportunities and developing diversity throughout the programme by engaging regularly with students and practice assessors, responding to student feedback and engaging with university initiatives. Documentation and the programme team confirm that data relating to equality, diversity and inclusion (EDI) is reported in annual quality assessment reviews within the school and action plans are developed where needed.

The approval visit is undertaken face to face.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) isn't met as conditions apply at programme level.

The Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) are met at programme level.

The programme is recommended to the NMC for approval subject to one joint NMC and university condition and three university conditions. One joint NMC and university recommendation is made.

Updated 10 November 2023:

Evidence is provided to meet the joint NMC and university condition. ARU confirm the joint and university 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

	<p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>Condition one: The programme team must provide evidence to demonstrate how they ensure students have equitable access to practice supervision and assessment as required by the programme outcomes and relevant proficiencies. (SFNME R3.1; Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023) R4.1) (Joint NMC and university condition)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: Respond to the technical report. (University condition)</p> <p>Condition three: Align the marking criteria with the university's standard marking criteria. (University condition)</p> <p>Condition four: Submit a paper to the academic regulations subcommittee or appropriate alternative seeking approval of a non-standard course structure for the part-time delivery. (University condition)</p>

Date condition(s) to be met:	27 October 2023
Recommendations to enhance the programme delivery:	Recommendation one: The programme team are recommended to share the school service user and carer strategy with PUSCs who are involved across all aspects of the programme. (SFNME R1.12, R2.7, R5.14) (Joint NMC and university recommendation)
Focused areas for future monitoring:	Recruitment to vacancy for SPQ DN lecturer, to ensure equity of student experience at Chelmsford and Cambridge campuses. Review of progress of planned expansion of simulation facilities to facilitate simulated practice learning.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>ARU provide an implementation plan detailing planned actions to ensure students have equal access to practice supervision and practice assessment to enable them to meet the programme outcomes and practice proficiencies. Condition one is met.</p> <p>ARU provides evidence to confirm that the joint and university conditions are met. Conditions two, three and four are met.</p>	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	ARU clarify that their practice learning environment audit is a local tool, not the pan-London version. This is amended in R1.5.
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	10 November 2023

Section three

NMC Programme standards

Please refer to NMC standards reference points:

[Standards for post-registration education programmes](#) (NMC 2022, updated 2023)

[Standards of proficiency for community nursing specialist practice qualifications](#) (NMC, 2022)

[Standards framework for nursing and midwifery education](#) (NMC 2018, updated 2023)

[Standards for student supervision and assessment](#) (NMC 2018, updated 2023)

[The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates](#) (NMC, 2015 updated 2018)

[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020)

[QA Handbook](#) (NMC, 2022)

Partnerships

The AEI works in partnership with their practice learning partners, people who use services, 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, updated 2023)

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, 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 people who use services 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 people who use services contribute to student assessment

[*Standards for student supervision and assessment*](#) (NMC 2018, updated 2023)

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 users of service, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, people who use services, students and any other stakeholders.

Documentary evidence and the approval visit confirm that partnership working with all stakeholders is well developed and that PLPs, PUSCs and students are involved in the co-production, design, development and planned delivery of the programme. The programme is co-produced with PLPs, PUSCs and students. At the approval visit, the programme team tell us how PLPs and students contribute through the curriculum development and feedback group. The lived experience Anglia Ruskin network (LEARN) is an overarching PUSC group at ARU which represents the patient voice.

The DN programme lead has set up a DN course working group with PUSC members of LEARN to focus specifically on PUSC engagement with the DN programme. The faculty PUSC strategy (September 2023) articulates how the patient and carer voice is embedded throughout the programme. The lead academic and service user coordinator for PUSC engagement is responsible for

developing a respectful and effective involvement relationship with PUSCs as well as ensuring necessary support.

The AEI confirm at the visit that they work in partnership with PLPs at a strategic level to assess current and future workforce requirements to meet the local demand of the Cambridgeshire and Essex areas. They've robust governance arrangements to jointly monitor and address any issues arising in the academic and practice learning environments including any potential risks to student learning from adverse CQC reports. At an operational level, the programme team at the visit confirm that these discussions continue within programme committee meetings and via regular meetings between academic assessors, practice assessors and practice supervisors. PLPs, practice assessors, practice supervisors and students tell us they're aware of ARU processes to raise concerns. They tell us of the effectiveness of partnership working and how concerns are promptly addressed, with co-developed action plans to support the students.

As a result of discussions at the visit and submitted documentary evidence, we're assured of organisational partnership working throughout the student journey from recruitment and selection to assessment, feedback and evaluation. The AEI has an established record of partnership working with a range of PLPs. The practice-based learning strategy outlines the overarching quality assurance framework for the programme. All partners share collective accountability for effective delivery of the programme.

Documentary evidence and approval visit discussions confirm that students have been consulted regarding the design of the new programme. Their views on the positive and challenging aspects of the current approved programme have been considered in the development of the proposed programme. Students give us examples of changes that are included in the proposed programme based on their feedback, such as suicide prevention information and fundamentals of DN. They speak of consistent support from academic assessors to address concerns and to keep them abreast of latest developments in their field. Students tell us that they feel listened to and are supported to develop their knowledge and skills on the programme. Students at the visit and documentary evidence inform us that a student forum is held every fortnight with the award lead to monitor their progress and raise any issues or concerns, which are dealt with quickly and efficiently.

The school-specific service user strategy, updated in September 2023, outlines active engagement of PUSCs in the design, delivery and review of students' learning experiences in the proposed programme. PUSCs at the visit inform us that they feel valued by the programme team and have several involvement opportunities available to them such as developing student selection interview questions, sharing lived experiences in teaching sessions, providing feedback and participating in the consultation module and in simulation activities. PUSCs receive EDI training which prepares them for their roles. PUSCs and PLPs are aware of the development of a new service user strategy.

Due to time constraints, PUSCs tell us that they're not fully aware of the updated school strategy. The programme team are advised to share the updated school service user strategy with PUSCs who are involved across all aspects of the programme to enhance their understanding of what is required of them.
(Recommendation one)

EDI data is provided. The programme team and PLPs tell us they value a diverse workforce that reflects their local communities. They inform us they'll work together to support and provide parity of learning experience for self-employed and/or self-funded students. For example, these students need to secure placement opportunities which the programme team and PLPs help them to do.

Documentation and the approval visit evidence joint confirmation by the AEI and PLPs of suitable applicants to the programme and that applicants meet the entry requirements, including for the V300 programme. There's a separate academic assessor in place for the V300 aspect of the programme who is part of the advanced non-medical prescribing module team.

The programme team tell us that alternative practice learning opportunities such as for inter-professional learning are an integral part of the placement and the AEI work closely with PLPs so that students are facilitated to gain a wide range of experience during their practice learning.

Partnership working is also reflected in the relationship between the academic assessor and the practice assessor, with tripartite review meetings scheduled with the student when they're in practice learning.

Assurance is provided that the AEI works in partnership with their practice learning partners, people who use services, 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, people who use services, 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 is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Independent/Supplementary Prescriber (V300)	
Please indicate whether the V300 is a compulsory or optional element of the Specialist practice programme.	
	Optional <input type="checkbox"/> Compulsory <input checked="" type="checkbox"/> N/A <input type="checkbox"/>
The V300 is a 30-credit academic level seven module within the programme.	
Please indicate whether the V300 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, 2021)	
	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
OR	
If V300 is approved against Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber provide the date it was approved:	
19 August 2019	

Student journey through the programme	
Standard 1: Selection, admission and progression	
Approved education institutions, together with practice learning partners, must:	
R1.1 ensure that the applicant is an:	
R1.1.1 NMC registered nurse (level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Specialist Community Public Health Nurse (SCPHN) programme before being considered as eligible to apply for entry	
R1.1.2 NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry	

- R1.2 confirm on entry that each applicant selected to undertake a SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme
- R1.3 provide opportunities that enable eligible NMC registered nurses and/or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme
- R1.4 provide opportunities that enable eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme
- R1.5 confirm that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected learning time, to enable students to undertake and be appropriately supported throughout the programme
- R1.6 consider recognition of prior learning that is capable of being mapped to the:
- R1.6.1 programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice
- R1.6.2 programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice
- R1.7 where programmes intend to offer SCPHN and/or SPQ students admission to an NMC approved independent/supplementary (V300) prescribing programme consider recognition of prior learning that is capable of being mapped to the *Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers for applicants*, and
- R1.8 where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing qualification to SCPHN and/or SPQ students, ensure that the applicant is a registered nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry.

[Standards framework for nursing and midwifery education](#), specifically R2.6, R2.7, R2.8, R2.9, R2.11

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the [Standards for post-registration education programmes](#) (NMC 2022, updated 2023).

Proposed transfer of current students to the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met:

- Evidence of processes to ensure that the applicant is a NMC registered nurse (level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Specialist Community Public Health Nurse (SCPHN) programme before being considered as eligible to apply for entry (R1.1.1)

N/A

A SCPHN programme isn't proposed.

- Evidence of processes to ensure that the applicant is a NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry (R1.1.2)

YES NO N/A

- Processes are in place to confirm on entry that each applicant selected to undertake a SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme (R1.2)

YES NO

- Evidence of selection process that demonstrates opportunities that enable eligible NMC registered nurses and/or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme (R1.3)

N/A

A SCPHN programme isn't proposed.

- Evidence of selection process that demonstrates opportunities that enable eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme (R1.4)

YES NO N/A

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

- Evidence that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected learning time, to enable students to undertake and be appropriately supported throughout the programme (R1.5)

MET **NOT MET**

R1.5 is met. Documentation and discussion at the approval visit demonstrate that programme governance between the AEI and PLPs is monitored through the AEI's partnership board and the practice learning group. The programme is delivered on two sites at ARU, Chelmsford and Cambridge, with one module leader and identical content. The programme team tell us that each site has an allocated academic assessor who regularly meets with the practice assessors and practice supervisors. They've plans for the academic and practice learning teams from both sites to come together to discuss issues and share new developments, to provide parity of experience for all SPQ DN students across the two sites.

Documentary evidence and the approval visit demonstrate that practice learning environment audits are in place to ensure quality of the practice learning environment. A regional audit tool is used which includes the maximum number of students that can be supervised and assessed in the practice learning environment. The audit tool ensures that the SSSA are in place and that practice supervisors and practice assessors are prepared to support SPQ DN students. Written agreements are set up between ARU and PLPs supporting the programme to ensure that all resources are in place to support students through the practice elements of the programme.

The programme team, PLPs and students tell us that students on placement are supernumerary, thereby ensuring that protected learning time is made available to them. Students tell us they've the necessary support in theory and practice throughout the programme. PLPs tell us there are adequate practice supervisors and practice assessors in place to support proposed student numbers.

Following student recruitment PLPs identify practice supervisors and practice assessors in accordance with the SSSA. All practice assessors have a SPQ DN qualification and relevant experience. Preceptorship, training and updates for the practice supervisors and practice assessors is facilitated by the AEI prior to the programme commencing. Practice supervisors and practice assessors tell us they're well supported by the programme team to enable them to support and assess students.

PLPs, practice assessors, practice supervisors and students inform us that they're aware of processes for raising concerns.

Documentary evidence and the approval visit confirm that procedures and processes are in place that ensure applicants have the required level of academic capability to access the programme. Applicants are required to hold registration

(level one) with the NMC and they're able to apply for RPL if they've an existing V300 qualification.

Evidence provides assurance that the following QA approval criteria are met:

- Processes are in place to consider recognition of prior learning that is capable of being mapped to programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice (R1.6.1)

N/A

A SCPHN programme isn't proposed.

- Processes are in place to consider recognition of prior learning that is capable of being mapped to programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice (R1.6.2)

YES NO N/A

- Where programmes intend to offer SCPHN and/or SPQ students admission to an NMC approved independent/supplementary (V300) prescribing programme processes are in place to consider recognition of prior learning that is capable of being mapped to the *Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers for applicants* (R1.7)

YES NO N/A

- Where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing qualification to SCPHN and/or SPQ students, there is evidence of processes to ensure that the applicant is a registered nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry (R1.8)

YES NO N/A

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for post-registration education programmes* and *Standards of proficiency for specialist community public health nurses* will be met through the transfer of existing students onto the proposed programme.

Documentary evidence states that existing students won't be transferred onto the proposed programme. The programme team confirm at the visit that all current

students will complete the existing programme prior to commencement of the proposed programme.

Proposed transfer of current students to the [Standards for student supervision and assessment \(SSSA\)](#) (NMC 2018, updated 2023).

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

Documentary evidence confirms that the SSSA are already in place for all students at ARU. All students are aware that they'll be supported and assessed in line with the SSSA.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 26 September 2023

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: Curriculum

Approved education institutions, together with practice learning partners, must:

R2.1 confirm programmes comply with the NMC *Standards framework for nursing and midwifery education* including the confirmation of appropriately qualified and experienced people for programme delivery for:

R2.1.1 all selected fields of SCPHN practice and/or SCPHN PHN practice and/or for

R2.1.2 all selected fields of community nursing SPQ practice and/or in other specified fields of community nursing SPQ in health and social care practice

- R2.2 confirm SCPHN and/or SPQ programmes comply with the NMC *Standards for student supervision and assessment*
- R2.3 confirm SCPHN and/or community nursing SPQ programmes that include admission to NMC approved prescribing qualification comply with the NMC *Standards for prescribing programmes*
- R2.4 state routes within the programme for:
- R2.4.1 students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse
- R2.4.2 students to enter the SCPHN register for the public health nurse qualification
- R2.4.3 students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing
- R2.4.4 students to annotate their registration in community nursing SPQ practice in health and social care
- R2.5 ensure programme learning outcomes reflect the:
- R2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing
- R2.5.2 core standards of proficiency for SCPHN that are tailored to public health nursing
- R2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice
- R2.6 set out the general and professional content necessary to meet the:
- R2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,
- R2.6.2 core standards of proficiency for SCPHN public health nurse qualification
- R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care
- R2.7 set out the content necessary to meet the programme outcomes for each intended field of:
- R2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,
- R2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care
- R2.8 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies

- R2.9 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment
- R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and
- R2.11 ensure programmes are:
- R2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award
- R2.11.2 no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes.

Standards framework for nursing and midwifery education, specifically R1.9, R1.13; R2.2, R2.15, R2.17, R2.19, R2.20, R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R3.16; R5.1 - R5.16.

Standards for student supervision and assessment, specifically R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met:

R2.1 There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* including the confirmation of appropriately qualified and experienced people for programme delivery for:

- all selected fields of SCPHN practice and/or SCPHN PHN practice (R2.1.1) **N/A**

A SCPHN programme isn't proposed.

- all selected fields of community nursing SPQ practice and/or in other specified fields of community nursing SPQ in health and social care practice (R2.1.2) **YES** **NO** **N/A**

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2) **YES** **NO**

- Where programmes intend to offer admission to an NMC approved independent/supplementary prescribing qualification to SCPHN and/or SPQ students, there is evidence that the prescribing qualification complies with the NMC *Standards for prescribing programmes* (R2.3)

YES NO N/A

R2.4 There is evidence that routes are stated within the programme for:

- students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse (R2.4.1)

N/A

A SCPHN programme isn't proposed.

- students to enter the SCPHN register for the public health nurse qualification (R2.4.2)

N/A

A SCPHN programme isn't proposed.

- students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R2.4.3)

YES NO N/A

- students to annotate their registration in community nursing SPQ practice in health and social care (R2.4.4)

YES NO N/A

A community nursing SPQ practice in health and social care route isn't proposed.

R2.5 There is evidence to ensure programme learning outcomes reflect the:

- core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing (R2.5.1)

N/A

A SCPHN programme isn't proposed.

- core standards of proficiency for SCPHN that are tailored to public health nursing (R2.5.2)

N/A

A SCPHN programme isn't proposed.

- standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These

may be within community children’s nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice (R2.5.3)

YES NO N/A

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

R2.6 There is evidence that sets out the general and professional content necessary to meet the:

- core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing (R2.6.1)

N/A

A SCPHN programme isn’t proposed.

- core standards of proficiency for SCPHN public health nurse qualification (R2.6.2)

N/A

A SCPHN programme isn’t proposed.

- standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children’s nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care (R2.6.3)

MET NOT MET

R2.6.3 is met. Mapping documents and curriculum content submitted as evidence confirm that the SPCNSPQ are tailored to the intended field of DN.

The programme team provide further details at the visit of how the programme outcomes are mapped to align with the SPCNSPQ and the intended field of DN. The programme team and PLPs speak about how decisions were made about module content specific to DN practice and incorporation of changes such as length of blocks of consolidation and having modules aligned to trimesters.

Documentary evidence confirms that public health is included in the developing quality care in specialist community practice module and consultation, assessment and management of people with health needs in the community module. Person-

centred approaches, long term conditions management and care of the older person knowledge and skills development are embedded across the programme.

PLPs and students confirm their involvement in the design and development of the content of the programme.

Documentary evidence informs us that three PADs are used: advanced non-medical prescribing (V300), consultation, assessment and management of people with health needs in the community and autonomous community nursing specialist practice, which includes PUSC feedback. The programme team tell us that these are aligned to the programme requirements and the intended field of community nursing practice (DN). This is also evidenced within the programme documents. The programme team confirm that the PADs are developed with input from PLPs and students, and that practice supervisors and practice assessors have developed the formative assessments within the PADs.

The programme team confirm that students who've already completed the V300 qualification in a different practice setting are required to complete a 'prescribing in the context of DN' assessment within the advanced non-medical prescribing PAD, the competencies required for which are based on the Royal Pharmaceutical Society competency framework for all prescribers (2021).

R2.7 There is evidence that sets out the content necessary to meet the programme outcomes for each intended field of:

- SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing (R2.7.1)

N/A

A SCPHN programme isn't proposed.

- community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care (R2.7.2)

MET **NOT MET**

R2.7.2 is met. Documentary evidence sets out the content of the programme, which is mapped to the programme learning outcomes for the intended field of DN practice.

Documentary evidence and approval visit discussions demonstrate that the programme structure for both theoretical and practice learning meets the requirements of community nursing SPQ DN practice. Progression through the programme is clear from the programme design and delivery and the documentary content is relevant to DN practice. The subject areas of public health, person-

centred approaches to care, health promotion, long term conditions management and care of the older person are embedded across the programme.

At the visit, the programme team tell us about the various support systems available to students. These include ARU student services, disability support, personal development tutors, formative assessments in all modules and library services with help for searches and simulation facilities on both campuses. There are plans for expansion of simulation facilities. Students we speak to at the approval visit compliment the AEI on the high quality and accessible learning resources available to them. One of them tells us about their positive experience with dyslexia assessment and support.

Students' and PUSCs' involvement in the proposed programme assures us that learning is responsive to diverse student and the wider community requirements and is fit for purpose.

- Evidence to ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies (R2.8)

MET **NOT MET**

R2.8 is met. Documentary evidence clearly sets out the theory and practice learning opportunities, which are balanced equally across the programme.

Discussions at the approval visit confirm technology enhanced learning and simulation are used effectively and proportionately across the curriculum. The programme is delivered through blended learning and there's face to face teaching at both Cambridge and Chelmsford campuses. Students tell us that they value the balance of face to face sessions and online learning. The virtual learning environment includes 'Canvas' which students tell us they find easy to use and to navigate.

- Evidence to ensure that technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment (R2.9)

MET **NOT MET**

R2.9 is met. There's documentary evidence of technology enhanced and simulated learning, including statements that technology and simulation are used across the curriculum and delivered through blended learning.

Students we meet at the approval visit tell us that availability and access to skills laboratories and simulation facilities is limited. The programme team assure us that there are plans to expand the simulation facilities and create new virtual reality rooms at both campuses, which is an area for future monitoring. Students use the skills laboratories and simulation facilities to support them on the consultation,

assessment and management of people with health needs in the community module.

The programme team informs us that they've plans to increase the involvement of PUSCs within simulated learning. The PUSCs we meet tell us that they're involved in simulation activities currently and engage in the development of practice scenarios. The scenario example that a PUSC representative provides us with is of a patient with mental health issues. They've also been approached by the programme team and are willing to be more involved in a wider range of teaching and learning activities including simulation.

Evidence provides assurance that the following QA approval criteria are met:

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

YES NO N/A

The programme isn't delivered in Wales.

- Evidence to ensure programmes are of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award (R2.11.1)

YES NO

- Evidence to ensure programmes are no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes (R2.11.2)

YES NO

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 26 September 2023

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: Practice learning

Approved education institutions must:

R3.1 ensure that suitable and effective arrangements and governance for practice learning are in place for all students, including arrangements specifically tailored to those applicants who are self-employed and/or self-funded

Approved education institutions, together with practice learning partners, must:

R3.2 ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC *Standards for student supervision and assessment*

R3.3 provide practice learning opportunities that allow students to develop, progress and meet all the standards of proficiency for their:

R3.3.1 intended field of SCPHN practice: health visitor, school nurse and occupational health nurse or,

R3.3.2 SCPHN public health nurse

R3.3.3 intended community nursing SPQ: these may be within the fields of community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or,

R3.3.4 in other specified field(s) of community nursing in health and social care nursing

R3.4 ensure that practice learning complies with the NMC *Standards for student supervision and assessment*

R3.5 take account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities, and

R3.6 ensure learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes culminating in a period of practice learning. This is dependent on the individual learning needs of the student to demonstrate overall proficiency and achieve the programme learning outcomes for their:

R3.6.1 intended field of SCPHN practice, SCPHN PHN practice or

R3.6.2 their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice.

Standards framework for nursing and midwifery education, specifically R1.1, R1.3, R1.5; R2.10, R2.15; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically R1.1 – R1.11

Findings against the standard and requirements

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

- Evidence to ensure that suitable and effective arrangements and governance for practice learning are in place for all students, including arrangements specifically tailored to those applicants who are self-employed and/or self-funded (R3.1)

MET **NOT MET**

R3.1 is met. There's a practice-based learning strategy and quality assurance processes are in place for the programme. All practice learning environments are audited to ensure that they're suitable for all SPQ DN students. The effective partnership working between the AEI and PLPs ensures the quality of practice learning. The programme team and PLPs confirm all preparation of students for practice learning is in partnership with PLPs and this includes self-employed and self-funded students. The programme team and PLPs tell us they support and provide the same governance for self-employed and/or self-funded students as they do for direct entry students. This includes arranging practice learning experiences as required and scheduling tripartite meetings between practice assessors, students and ARU academic assessors. Documentary evidence confirms that occupational health and Disclosure and Barring Service screening for self-employed and/or self-funded students is the responsibility of the AEI.

- Processes are in place to ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC *Standards for student supervision and assessment* (R3.2)

MET **NOT MET**

R3.2 is met. Documentary evidence and the approval visit confirm that partnership working between ARU and PLPs is strong, with regular meetings and consultation taking place in relation to the programme and curriculum development. This includes ensuring that they meet all SSSA requirements. There's a schedule for pre-course briefings and regular support sessions for DN practice assessors and practice supervisors, including drop-ins. The academic assessor for the V300 award is a different person to the academic assessor for the core SPQ DN programme. The PLPs, practice supervisors, practice assessors and academic

team are all aware of the requirements of the SSSA and know how to escalate any concerns. The SSSA requirements are confirmed in the recruitment process which is run in partnership between the AEI and PLPs.

At the approval visit, students tell us that they understand the requirements of the SSSA. They're aware of the appropriate communication channels to raise concerns and liaise closely with the AEI and PLPs to share feedback and formally evaluate their practice learning experiences. Students confirm in our discussions that both the AEI and PLPs respond positively and in a timely manner to feedback provided and any concerns raised.

R3.3 There is evidence that practice learning opportunities are provided that allow students to develop, progress and meet all the standards of proficiency for their:

- intended field of SCPHN practice: health visitor, school nurse and occupational health nurse or (R3.3.1)

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

N/A

A SCPHN programme isn't proposed.

- intended community nursing SPQ: these may be within the fields of community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or (R3.3.3)

MET NOT MET N/A

R3.3.3 is met. Documentary evidence confirms that practice learning is integrated throughout the programme within identified modules and mapped to the SPCNSPQ for the intended field of DN practice. Students, including those who are self-employed and/or self-funded, are allocated to a practice assessor by PLPs. Alternative practice learning opportunities are an integral part of the placement and not arranged separately, with students expected to gain a wide range of experience during their placement. Students and the programme team tell us that these alternative experiences could include for example, inter-professional learning experiences, community matron roles, general health service management, research education, health promotion and experience with the head of community nursing. All practice learning supports students to develop knowledge and skills to meet the SPCNSPQ in the field of DN.

It's documented within the PAD that students complete a strengths, challenges, opportunities and threats analysis each trimester to identify individual learning needs that contribute to a student learning plan. Progress and achievement are documented in the PAD and discussed at tripartite meetings with the practice assessor, academic assessor and student. Students tell us the tripartite meetings are valuable and the PAD supports their ongoing development and achievements.

- in other specified field(s) of community nursing in health and social care nursing (R3.3.4)

MET NOT MET N/A

Other field(s) of community nursing in health and social care nursing aren't proposed.

Evidence provides assurance that the following QA approval criteria are met:

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R3.4)

YES NO

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

- There is evidence to demonstrate that the programme team takes account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities, and (R3.5)

MET NOT MET

R3.5 is met. Documentary evidence and discussions with students at the approval visit confirm that there are a range of support services that take account of students' specific needs when allocating their practice learning placements.

The student learning plan is based on the individual student's learning needs, including any reasonable adjustments required. There's additional guidance in the PAD for students sharing any statements of reasonable adjustments which are then integrated into the individual student's learning plan.

Students tell us that they know how to access student support services at ARU to identify and manage any individual needs. They inform us that their needs are well managed and give examples of being provided with extra time and additional study resources and equipment if a specific individual learning need is identified. Students confirm that the programme team have a flexible approach in response to individual student needs and that they're given access to extensions for assessment submission dates if they provide a valid reason. PLPs are provided

with this information via the student learning plan, which is reviewed and agreed between the programme team, student and PLP. PLPs confirm that any reasonable adjustments are applied in practice once they're made aware of the student's requirements.

R3.6 There is evidence to ensure learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes culminating in a period of practice learning. This is dependent on the individual learning needs of the student to demonstrate overall proficiency and achieve the programme learning outcomes for their:

- intended field of SCPHN practice, SCPHN PHN practice or (R3.6.1) **N/A**

A SCPHN programme isn't proposed.

- their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice (R3.6.2) **MET** **NOT MET** **N/A**

R3.6.2 is met. At the visit, the programme team discuss how they develop an individual learning plan with each student at the beginning of the programme, based on their specific learning needs and personal needs analysis. The programme team, students, academic assessors and practice assessors state at the visit that these personal learning plans are reviewed at tripartite meetings to ensure that they're tailored to the student's learning needs to enable them to progress and to meet the programme outcomes and SPCNSPQ for DN.

The programme team confirm at the visit that the block placement at the end of the programme enables students to consolidate their learning and develop their proficiency within their intended field of practice.

The senior team at the AEI inform us that they're actively recruiting a new member of the academic team with a SPQ DN qualification to ensure that each campus where the programme is running has an allocated academic assessor. This is an area for future monitoring to ensure that students on the programme have equal access to an academic assessor.

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 <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 26 September 2023	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 4: Supervision and assessment
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R4.1 ensure student support, supervision, learning and assessment complies with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>R4.2 liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment</p> <p>R4.3 ensure practice supervision, the assessment of practice and academic assessment complies with the NMC <i>Standards for student supervision and assessment</i></p> <p>R4.4 ensure practice supervisors:</p> <p>R4.4.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals or</p> <p>R4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students</p> <p>R4.5 ensure practice and academic assessors:</p> <p>R4.5.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ or</p> <p>R4.5.2 can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ</p>

R4.6 ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking

R4.6.1 in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN/community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person

R4.7 provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:

R4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,

R4.7.2 SCPHN public health nurse,

R4.7.3 their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or

R4.7.4 other specified field(s) of community nursing SPQ in health and social care

R4.8 ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met

R4.9 assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:

R4.9.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,

R4.9.2 SCPHN public health nurse practice,

R4.9.3 their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, and/or

R4.9.4 other specified field(s) of community nursing SPQ in health and social care practice.

Standards framework for nursing and midwifery education, specifically: R2.12; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17; R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

Findings against the standards and requirements

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

- There is evidence that ensures student support, supervision, learning and assessment complies with the NMC *Standards framework for nursing and midwifery education* (R4.1)

MET

NOT MET

R4.1 is not met. Documentary evidence and discussions at the approval visit show that programme support, supervision, learning and assessment mostly complies with the SFNME. The proposed programme is developed in partnership with PLPs, PUSCs and students. Programme documents and the approval visit demonstrate that processes and policies are in place to ensure a partnership approach to support, supervision, learning and assessment. The AEI and PLPs work in partnership to ensure the requirements of the SFNME and the SSSA are implemented within the programme.

Information for students, practice supervisors and practice assessors is contained within handbooks and the PAD.

Students tell us they're aware of and have access to the process for raising concerns within the practice and AEI learning environments. Failing students or those needing extra support are identified early and one to one support is provided according to the issues through buddying, pharmacists support, academic assessor/personal tutor, the PLP's practice education team, ARU education champions and/or ARU student support services.

Students tell us that they're effectively supported through regular and timely feedback (online and face to face), assessment and 'constructive feedback' which keeps them informed of their progress. Students tell us about opportunities to gain feedback from PUSCs when in practice.

Documentary evidence confirms that educational audits are in place and there are appropriate systems and processes in place to support safe practice learning.

An external examiner for the programme is in place.

Students at the approval visit speak about mixed experiences with different PLPs regarding access to practice supervision and assessment. Some students at the visit report that in some cases practice supervisors and practice assessors have competing priorities in their support of students in specialised areas such as advanced assessment.

Students at the visit identify that access to practice supervisors and practice assessors is sometimes difficult due to the need to support a range of students in practice. This inequity in access to practice supervisors and practice assessors occurs when students are seeking specific specialist support, for example in relation to advanced assessment of some health conditions and V300 prescribing opportunities. Students can manage this with the support of the AEI and their

placement providers, however they find this quite challenging at different points in the programme due to their own competing programme priorities.

The programme team must therefore provide evidence to demonstrate how they ensure students have equitable access to practice supervision and assessment as required by the programme outcomes and relevant proficiencies. (Condition one)

- There is evidence to confirm that the education institution and their practice learning partners liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment (R4.2)

MET **NOT MET**

R4.2 is met. The AEI and PLPs confirm their understanding of the principles and requirements of the SSSA and the roles of practice assessor, practice supervisor and academic assessor. PLPs assure us that there are adequate numbers of practice assessors and practice supervisors to support students.

The AEI provides practice supervisor and practice assessor training to all PLPs. They also have opportunities for any further updates throughout the programme and tripartite meetings are an additional support opportunity for practice assessors and practice supervisors. Practice supervisors and practice assessors confirm by signing in the PAD that they've been prepared and meet all the requirements of their role.

Practice assessors and practice supervisors confirm that their handbook clearly outlines their roles and what's expected of them. The handbook also specifies that students undertaking the V300 qualification have an experienced practice supervisor and practice assessor, an academic assessor for the SPQ DN and a different one for the V300 to ensure that they're supported by staff with the relevant experience. The programme team and PLPs confirm they understand the practice assessment process.

- There is evidence that ensures practice supervision, the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment* (R4.3)

MET **NOT MET**

R4.3 is met. Documentary analysis and discussions at the approval visit confirm that practice assessment and academic assessment comply with the requirements of the SSSA. Signed placement agreements between the AEI and PLPs associated with the proposed programme are provided. These state that the required resources are in place which support students undertaking the SPQ DN programme. Documentary evidence and the NMC register confirm that the

programme team who are the academic assessors for SPQ DN students have relevant experience and hold community SPQ qualifications in DN. The AEI confirm that all practice assessors have the appropriate qualifications to undertake the practice assessor role.

Evidence provides assurance that the following QA approval criteria are met:

- Processes are in place to ensure practice supervisors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals (R4.4.1)
YES NO N/A
- Processes are in place to ensure practice supervisors can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students (R4.4.2)
YES NO N/A
- Processes are in place to ensure practice and academic assessors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ (R4.5.1)
YES NO N/A
- Processes are in place to ensure practice and academic assessors can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ (R4.5.2)
YES NO N/A

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

- Processes are in place to ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking (R4.6)
MET NOT MET

R4.6 is met. Evidence from the documents provided and visit discussions confirm that all community SPQ students are assigned to a practice assessor who holds a DN SPQ. The assigned practice assessor is identified within the recruitment process in collaboration with PLPs. PLPs confirm there's an adequate number of appropriately experienced practice assessors to support the intended number of students.

At the visit PLPs confirm that practice supervisors and practice assessors are provided with education and training related to their responsibilities in the roles. The AEI hold regular update and drop-in sessions for practice supervisors and practice assessors, which the programme team tell us are well attended.

- Processes are in place to ensure that in exceptional circumstances only, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN/community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person (R4.6.1)

MET **NOT MET**

R4.6.1 is met. At the visit, the programme team and PLPs assure us that there are sufficient practice supervisors and practice assessors to avoid requiring the same person to undertake both the practice assessor and practice supervisor roles with a student.

Documentary evidence confirms and the programme team acknowledge that the situation could occur in exceptional circumstances that the same person may be required to fulfil the role of practice supervisor and practice assessor for a part of the programme where the SPQ DN student is undertaking education and training in a practice learning setting. This might occur if the practice supervisor were to be off sick leaving a practice assessor in placement to take on both roles for the student until the practice supervisor returns. As such, the AEI have produced a single practice assessor and practice supervisor policy and request form within an ARU specialist community public health nursing and community nursing SPQ practice policies document. This policy and form are completed by the education lead within the practice learning environment to assure the AEI that there's sufficient support and evidence produced by the PLP to meet the standard should it need to be applied. The PLP concerned are required to provide details of additional support that is provided for the student under these circumstances, as well as the period that the standard is to be applied. The PLPs tell us that they're aware of the need to provide this evidence to the AEI and that the situation is regularly reviewed with the AEI at least every four weeks.

Evidence provides assurance that the following QA approval criteria are met:

R4.7 Processes are in place to provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:

- their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse (R4.7.1)

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

N/A

A SCPHN programme isn't proposed.

- their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R4.7.3) or

YES NO N/A

- other specified field(s) of community nursing SPQ in health and social care (R4.7.4)

YES NO N/A

Other field(s) of community nursing SPQ in health and social care aren't proposed.

- There is evidence that all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met (R4.8)

YES NO

R4.9 There is evidence of processes to assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:

- their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse (R4.9.1)

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse practice (R4.9.2)

N/A

A SCPHN programme isn't proposed.

- their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R4.9.3) and/or

YES NO N/A

- other specified field(s) of community nursing SPQ in health and social care practice (R4.9.4)

YES NO N/A

Other field(s) of community nursing SPQ in health and social care aren't proposed.

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

YES NO

The SFNME isn't met at programme level. There's insufficient evidence from the approval visit discussions to confirm that all students have equal access to practice supervision and assessment for all elements of the programme.
(Condition one)

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Discussion with students at the approval visit demonstrates that there's insufficient evidence that all students have equal access to practice supervisors and practice assessors. This relates particularly to the development of specific skills, for example related to advanced assessment skills and some aspects of non-medical prescribing. Students tell us that this is due to the competing demands on practice supervisors and practice assessors, resulting in some students needing to seek out additional learning opportunities.

Condition one: The programme team must provide evidence to demonstrate how they ensure students have equitable access to practice supervision and assessment as required by the programme outcomes and relevant proficiencies.
(SFNME R3.1; SPRP R4.1)

Date: 26 September 2023

Post event review

Identify how the condition(s) is met:

Condition one: ARU provide an implementation plan detailing planned actions to ensure students have equal access to practice supervision and practice assessment to enable them to meet the programme outcomes and practice proficiencies. Implementation and review dates are also provided, which detail progress achieved against each action on the plan.

Condition one is met.

Evidence:

ARU SPQ DN implementation plan practice experience 2023, undated

Date condition(s) met: 10 November 2023

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

Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:

R5.1 ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters' level

R5.2 inform the student that the SCPHN award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered

R5.3 inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration.

R5.4 inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme. If they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber, and

R5.5 inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice.

Standards framework for nursing and midwifery education, specifically R2.12, R2.21

Findings against the standards and requirements

Evidence provides assurance that the following QA approval criteria are met:

- The programme award to be approved is clearly identified in all programme documentation and is a minimum of a postgraduate masters' level (R5.1)

YES NO

- Processes are in place to inform the student that the SCPHN award must be registered with the NMC within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered (R5.2)

N/A

A SCPHN programme isn't proposed.

- Processes are in place to inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration (R5.3)

YES NO N/A

- Processes are in place to inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber (R5.4), and

YES NO N/A

- Processes are in place to inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice (R5.5)

YES NO N/A

Fall Back Award

If there is a fall back exit award with an SPQ annotation all NMC standards and proficiencies are met within the award

YES NO N/A

There's no fall back exit award with an SPQ annotation.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met

YES NO

Outcome

Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 26 September 2023		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for community nursing specialist practice qualifications</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for post-registration education programmes</i> (NMC 2022, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't proposed.		
List additional documentation: Post approval visit documentation to meet conditions: ARU SPQ DN implementation plan practice experience 2023, undated		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Nine x full-time students on the SPQ DN programmes. Eight x PgDip, One x BSc. All 2022-2023 cohort.		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route 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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, system regulator reports list:</p> <p>Arthur Rank Hospice, CQC quality report, 11 February 2019</p> <p>Basildon University Hospital, CQC inspection report, 16 June 2023</p> <p>Bedfordshire Hospitals NHS Foundation Trust, CQC inspection report, 16 December 2022</p> <p>Cambridge University Hospitals NHS Foundation Trust, CQC inspection report, 26 February 2019</p> <p>Colchester General Hospital, CQC inspection report, 5 May 2023</p> <p>East Suffolk and North Essex NHS Foundation Trust, CQC inspection report, 8 January 2020</p> <p>Edith Shaw Hospital, CQC inspection report, 17 March 2022</p> <p>Essex Partnership University NHS Foundation Trust, CQC inspection report, 12 July 2023</p> <p>Foxburrow Grange, CQC inspection report, 26 April 2023</p> <p>Guy's and St Thomas' NHS Foundation Trust, CQC inspection report, 23 July 2019</p> <p>Hampshire Hospitals NHS Foundation Trust, CQC use of resources assessment report, 7 April 2020</p> <p>Hinchingbrooke Hospital, CQC inspection report, 8 June 2023</p> <p>The Ipswich Hospital, CQC inspection report, 16 June 2021</p> <p>Kneesworth House, CQC inspection report, 5 January 2022</p> <p>Mid and South Essex NHS Foundation Trust, CQC inspection report, 23 December 2022</p> <p>North West Anglia NHS Foundation Trust, CQC inspection report, 20 December 2019</p> <p>Outlook Care - Unit six Shelduck House, Billericay, CQC inspection report, 22 April 2020</p> <p>Peterborough City Hospital, CQC inspection report, 8 June 2023</p> <p>Potters Bar Clinic, CQC quality report, 3 March 2020</p> <p>Priory Hospital Arnold, CQC inspection report, 23 June 2023</p> <p>Barking, Havering and Redbridge University Hospitals NHS Trust, CQC inspection report, 10 February 2023</p> <p>The Royal Free Hospital, CQC inspection report, 19 May 2023</p> <p>The Princess Alexandra Hospital NHS Trust, CQC inspection report, 17 November 2021</p> <p>West Suffolk Hospital, CQC inspection report, 22 June 2021</p>		
If you stated no above, please provide the reason and mitigation: ARU is an established AEI and visits to facilities isn't required.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Wendy Wesson Kuldeep Singh	Date:	4 October 2023
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