

## Programme approval report

### Section one

<b>Programme provider name:</b>	University of Brighton
<b>Programmes reviewed:</b>	<p><b>Specialist practice qualification:</b></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 checked="" 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> <p><b>Community nurse specialist practice (NMC 2022) apprenticeship:</b></p>

	<p>Community children's nursing apprenticeship <input type="checkbox"/></p> <p>Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Community learning disabilities nursing apprenticeship <input type="checkbox"/></p> <p>Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Community mental health nursing apprenticeship <input type="checkbox"/></p> <p>Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>District nursing apprenticeship <input type="checkbox"/></p> <p>District nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>General practice nursing apprenticeship <input type="checkbox"/></p> <p>General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Health and social care nursing apprenticeship <input type="checkbox"/></p> <p>Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p>
<b>Title of programme(s):</b>	PG Dip Specialist Community Practitioner -general practice nurse

	PG Dip Specialist Community Practitioner -district nurse
<b>Academic levels:</b>	
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 checked="" 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  SCQF <input type="checkbox"/> Level 11

SPQ Community learning disabilities 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 mental health nursing apprenticeship	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) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ District nursing apprenticeship	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) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SPQ General practice nursing apprenticeship	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) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
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
<b>Date of approval visit:</b>	19 April 2023
<b>Programme start date:</b>	
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)	4 September 2023
SPQ General practice nursing	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	4 September 2023
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	
<b>QA visitor(s):</b>	Registrant Visitor: Wendy Wesson Lay Visitor: Jane Suppiah

## Section two

### Summary of review and findings

The University of Brighton (UoB), school of sport and health sciences (SSHS) present documentation for approval of a full-time, one year and part-time two year, post-registration specialist practitioner qualification (SPQ) programme with two routes in district nursing (DN) and general practice nursing (GPN). The proposed programme is developed to meet the new Standards of proficiency for community nursing specialist practice qualifications (SPCNSPQ) (NMC, 2022). The programme award incorporates an MSc and postgraduate diploma award. Successful completion of the postgraduate diploma award qualifies students to record the SPQ of general practice nurse or district nurse with integrated independent and supplementary prescribing (also known as V300) with the nursing and midwifery council (NMC). The award for both general practice nursing and district nursing includes a fully integrated V300 programme. The V300 programme is already approved by the NMC for delivery.

UoB is an established approved education institution (AEI) of NMC pre- and post-registration nursing and midwifery programmes.

Documentation and the approval process evidence established relationships between the AEI and practice learning partners (PLPs).

Programme documentation and the approval process confirm some evidence of effective partnership working between the AEI and PLPs and students. Enhancement of co-production with PLPs and students is recommended. Partnerships with people who use services and carers (PUSCs) require strengthening, to include recruitment and preparation of PUSCs for their role as partners for the programme.

Documentation and the approval process provide evidence of engagement of practice supervisors and practice assessors with the programme. Evidence of preparation of practice supervisors and practice assessors for their roles in supporting community nursing SPQ student learning and assessment, including finalising the practice assessment documents (PADs) for the programme, is required.

The programme team confirm that recognition of prior learning (RPL) is available to students prior to commencement onto the programme. RPL of the V300 programme is confirmed at the approval visit. Evidence of the application of prescribing practice to the SPQ in GPN and DN is required for students who obtain RPL for the qualification.

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 confirm that the support they offer to students takes account of individual student needs, experiences, background and patterns of study to enable them to achieve. Students confirm that individual academic and study support are available to students when they need it.

Documentation and discussion with the programme team confirm that they are committed to developing diversity and decolonisation throughout the programme, working to achieve the inclusive practice descriptors, responding to student feedback and engaging with university initiatives. Aspire reading lists are described within the documentation as inclusive and diverse, as are the teaching materials used. Documentary evidence states that teaching strategies are employed with a cultural competence and awareness.

The programme team monitor achievement and ethnicity awarding gaps at student and staff forums biannually. The prescribing board at the university also monitors achievement and ethnicity awarding gaps. Documentation and the programme team confirm that this information is reported in annual quality assessment reviews within the school, and action plans are developed where needed.

The approval was undertaken via remote means.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is not met.

The Standards for student supervision and assessment (SSSA) (NMC, 2028) are met.

The Standards for post-registration programmes (SPRP) are not met.

The programme is recommended to the NMC for approval subject to five NMC conditions and four university conditions. One NMC recommendation and one joint NMC and university recommendation are made.

Updated 3 July 2023:

Evidence is provided to meet the five NMC conditions. The SFNME is met at programme level. The SPRP are now met.

The UoB confirm that the university conditions are met.

The programme is recommended for NMC 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><b>Conditions:</b></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>Condition one: Develop an implementation plan to ensure that the community SPQ programme is designed, developed, delivered, evaluated and co-produced with PUSCs, to include involvement with student assessment and feedback and participation in student recruitment. (SFNME R1.12, R2.7, R5.14; SPRP R2.1.2)</p> <p>Condition two: Provide a strategy for the sustainable recruitment, preparation and training of PUSCs into NMC post-registration programmes. (SFNME R1.12, R2.6; SPRP R2.1.2)</p> <p><b>Selection, admission and progression:</b></p> <p>None identified.</p> <p><b>Practice learning:</b></p> <p>Condition three: Provide an implementation plan to prepare practice assessors and practice supervisors to support community nursing SPQ student learning and assessment (to include the PAD). (SFNME R2.5; SPRP R4.2)</p> <p>Condition four: Provide finalised PADs for the SPQ DN and GPN routes. (SPRP R3.3.3)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>Condition five: Demonstrate how the RPL process for V300 into the community nursing SPQ programmes verifies practice-based learning relevant to their field of prescribing practice. (SPRP R2.3)</p>

	<p><b>Education governance: management and quality assurance:</b></p> <p>Condition six: Final programme specification(s) and module specification(s) with all required conditions completed.(University condition)</p> <p>Condition seven: All necessary module change cover sheets have been completed.(University condition)</p> <p>Condition eight: External examiner nomination/reallocation paperwork has been completed and submitted to the school quality and standards committee. (University condition)</p> <p>Condition nine: Reference to UoB International College is in admissions requirements. (University condition)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>9 June 2023</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Consider enhancing engagement of PLPs and students with the programme co-production, delivery and evaluation. (SFNME R1.12;)</p> <p>Recommendation two: Consider reviewing the volume and timing of summative assessment (SFNME R5.8; SPRP R2.9). (Joint NMC and university recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<p>Review protected learning time for students when on placement.</p> <p>Monitor ongoing full engagement with PUSCs, with sustained involvement in and support for PUSCs.</p> <p>Review the support for and engagement with, practice supervisors and practice assessors for the community SPQ programme.</p>

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

Documentary evidence details the actions identified to ensure that the community SPQ programme is designed, developed, delivered, evaluated and co-produced

with PUSCs in all aspects of student recruitment, teaching and assessment.  
Condition one is met.

Documentary evidence provides a strategy for the recruitment, preparation and ongoing training for PUSCs. Condition two is met.

Documentary evidence provides a strategy for implementation of preparation activities for practice assessors and practice supervisors to support community nursing SPQ student learning and assessment, which includes familiarisation with the PAD. Condition three is met.

Documentary evidence shows that final versions of PADs have been produced for the SPQ DN and GPN routes. Condition four is met.

Documentary evidence in the form of a strategy for completion of RPL requirements for V300 into the community nursing SPQ programmes provides verification of practice-based learning relevant to the students' field of prescribing practice. Condition five is met.

The AEI confirm that the university conditions are met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>  Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	30 June 2023

### Section three

NMC Programme standards
Please refer to NMC standards reference points: <a href="#">Standards for post-registration education programmes</a> (NMC, 2022) <a href="#">Standards of proficiency for community nursing specialist practice qualifications</a> (NMC, 2022) <a href="#">Standards framework for nursing and midwifery education</a> (NMC, 2018) <a href="#">Standards for student supervision and assessment</a> (NMC, 2018)

## NMC Programme standards

[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, 2019)  
[QA Handbook](#) (NMC, 2022)

## Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

**Please refer to the following NMC standards reference points for this section:**

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

### **Standard 1: The learning culture:**

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

### **Standard 2: Educational governance and quality:**

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

### **Standard 3: Student empowerment:**

- R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
- R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

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

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

**Standard 4: Educators and assessors:**

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

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

R4.10 share effective practice and learn from others

**Standard 5: Curricula and assessment:**

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

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

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

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

**Standard 1: Organisation of practice learning:**

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

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

**Standard 7: Practice assessors: responsibilities:**

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

**Standard 9: Academic assessors: responsibilities:**

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, service users, students and any other stakeholders.**

Documentary evidence and feedback from PLPs and students confirm their involvement in developing the new programme. They give examples of changes made based on their input. These include the length and mix of activities featured during the programme induction, strengthening of the leadership module and the introduction of a period of consolidated practice towards the end of the programme. A regional stakeholder tells us that there is strategic support for the programme and its role in supporting workforce development.

Documentary evidence and discussion at the approval visit confirm how adverse Care Quality Commission (CQC) inspection outcomes are managed. The programme team confirm partnership working with PLPs to assure quality of practice placement learning. If adverse CQC inspection outcomes are received by any PLP, documentary evidence confirms that the programme team regularly liaise with staff and management at the PLP organisation, carry out a repeat educational audit and report their actions to the NMC via the annual self-assessment report and exceptional reporting, including any actions taken. The school undertake a rolling programme of bi-annual educational audits with PLPs to appraise the quality of placements and to ensure that students are supported according to the SSSA.

PLPs and the programme team tell us that a range of mechanisms are in place to listen to and respond to student feedback, and students confirm that these are available to them. There's documentary evidence of student-staff forum meetings, mid-module check-ins and end of module evaluations. There are no formal placement evaluations but PLPs, practice supervisors and practice assessors tell us that students are encouraged to be open and feedback through quadripartite reviews, with two of these occurring in each semester. Students tell us they utilise feedback channels and that their concerns are acknowledged and responded to.



The programme team tell us there is limited involvement of PUSCs in recruitment and selection of students. There is no documentary evidence of how PUSCs are recruited, prepared and supported in their roles. PLPs tell us there is no PUSC involvement in student selection processes they initiate but would welcome the opportunity to develop this in partnership with the AEI. There is insufficient documentary evidence of PUSC involvement in the development of the programme and PUSCs we speak to are unable to confirm their involvement in co-production. They tell us their engagement with the programme team is very recent and that they have not received any preparation to play a role in the programme. The limited documentary evidence doesn't provide assurance of PUSC involvement in the delivery, student assessment and evaluation and how PUSC involvement will be consistently implemented across the programme's academic modules. (Condition one)

Students do not provide examples of direct involvement of PUSCs in their academic learning but do tell us that PUSC experience is widely covered in the curriculum by programme lecturers. There is no evidence from the programme team of a strategic approach that will lead to a sustainable PUSC involvement. (Condition one)

At the approval visit, no PUSC can confirm direct or planned involvement in the new programmes. One PUSC is able to confirm that they have read the programme approval documentation and made comments on it. Two service users are present at the approval visit. Recruitment of PUSCs is ad hoc and there is no evidence of an active PUSC group within the school. (Condition two)

The programme team are advised to consider means of enhancing engagement of PLPs and students with the programme co-production, delivery and evaluation. (Recommendation one)

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

MET  NOT MET

There is insufficient documentary evidence of PUSC involvement in the development of the programme and PUSCs are unable to confirm their involvement in co-production. Their engagement with the programme team is very recent and they have not received any preparation to play a role in the programme.

Condition one: Develop an implementation plan to ensure that the community SPQ programme is designed, developed, delivered, evaluated and co-produced with PUSCs, to include involvement with student assessment and feedback and participation in student recruitment. (SFNME R1.12, R2.7, R5.14; SPRP R2.1.2)

Recruitment of PUSCs is ad hoc and there is no evidence of an active PUSC group within the school.



Condition two: Provide a strategy for the sustainable recruitment, preparation and training of PUSCs into NMC post-registration programmes. (SFNME R1.12, R2.6; SPRP R2.1.2)

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

**MET**

**NOT MET**

### Post Event Review

#### Identify how the condition is met:

Condition one: UoB provide an implementation plan for PUSC involvement in all elements of community SPQ programme design, development, delivery and evaluation, including student recruitment and feedback from PUSCs to students. A service user partnership policy is also provided, which details co-production of programmes within the school with PUSCs.

Condition one is now met.

Evidence:

UoB implementation plan for community SPQ programme, April 2023  
UoB SSHS service user partnership policy, 2023–2026, undated

Condition two: UoB provide a service user partnership policy that outlines the recruitment, preparation and training of PUSCs to ensure full engagement with NMC programmes.

Condition two is now met.

Evidence:

UoB SSHS service user partnership policy, 2023–2026, undated

**Date condition(s) met:** 30 June 2023

**Revised outcome after condition(s) met:**

**MET**

**NOT MET**

### Independent/Supplementary Prescriber (V300)

Please indicate whether the V300 is a compulsory or optional element of the Specialist practice programme.

**Optional**

**Compulsory**

**N/A**

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  NO

**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:

18 December 2020

## 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, R2.10

**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).

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

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

**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. Documentary evidence and discussion at the approval visit with the programme team confirm that processes are in place to ensure that the applicant holds the required nurse registration and is capable of safe and effective practice at the level of proficiency appropriate to the NMC SPQ programme before being considered as eligible to apply for entry. The UoB and PLPs have agreed that eligible applicants require three years of level one post-registration experience on entry to the programme.

Documentary evidence and discussion with the programme team confirm that processes are in place to confirm that each applicant selected to undertake the GPN or DN community nursing SPQ programme holds a bachelor's degree or has gone through the process of RPL to enable them to study at the required academic level for the programme.

Documents submitted and discussion at the approval visit provide evidence that selection processes exist that provide opportunities for 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. The programme team confirm that this is a new area of recruitment for the AEI. PLPs assure us that the discussions have been held and are continuing with the AEI to support eligible NMC registered nurses to access the required level of placement supervision and assessment within PLP organisations.

Documentary evidence and discussion with the programme team and students confirm there is a range of support for students' literacy, numeracy and digital learning needs. In addition to the AEI support services, the school has a dedicated adviser available for bespoke sessions related to module content as well as one-to-one support. Students tell us that wellbeing services are accessed and valued by students. Students, PLPs, practice supervisors and practice assessors tell us there is accommodation of reasonable adjustments in academic and practice learning settings.

Students tell us that protected learning time is encouraged and that it can be a challenge to manage all requirements of the programme. Students tell us that whilst the current programme is demanding the AEI are very supportive. Students are aware of how to raise concerns both with the AEI and in practice.

**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.

No students are being transferred onto the new programme

**Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC, 2018).**

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.

The AEI already have the SSSA in place for all students, therefore transfer is not required.

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: 19 April 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 technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment  
R2.9 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies  
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, R2.14, R2.15, R2.18, R2.19; 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**

R2.1.2 is not met. There is insufficient documentary evidence of PUSC involvement in the development of the programme and PUSCs are unable to



confirm their involvement in co-production. Their engagement with the programme team is very recent and they have not received any preparation to play a role in the programme. (Condition one)

Recruitment of PUSCs is ad hoc and there is no evidence of an active PUSC group within the school. (Condition two)

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

R2.3 is not met. Documentary evidence and discussion with the programme team at the approval visit did not confirm arrangements for students who had gained RPL for the V300 to apply their skills and knowledge in prescribing practice to their intended field of GPN or DN. It is unclear how a student might evidence application of their prescribing practice, in theory and practice, within the field of GPN or DN if they had successfully completed their V300 in a different field of practice, such as acute care. Further evidence is required to demonstrate that practice learning opportunities are available to students to ensure that those who gain RPL for their prescribing qualification are provided with support in theory and in practice to enable them to apply their prescribing decision making to their intended field of practice. (Condition five)

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 health and social care field of practice 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. Documentary evidence and discussions at the visit with the programme team and PLPs confirm that the proposed programme is tailored to the two intended fields of community nursing practice: GPN and DN. The PADs and core modules are mapped to the SPCNSPQ.

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 and discussion at the approval visit confirm that content that meets the programme outcomes for GPN and DN is contained within the programme, both in theory and practice elements. Within the field of GPN for example, students tell us that practice supervisors and practice assessors review their field-specific knowledge during quadripartite reviews. Within the field of DN, students tell us that they apply their knowledge and skills to nursing in the home with the support of their practice supervisor and practice assessor. Practice supervisors and practice assessors from both fields confirm that evidence of this application to the field of DN and GPN is reviewed within the PADs by using formative and summative assessment of the student.

- Evidence to ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment (R2.8)

**MET**  **NOT MET**

R2.8 is met. Discussions at the approval visit confirm that technology-enhanced and simulated learning opportunities are used effectively and proportionately. The programme team provide examples of technology-enhanced learning and simulation, including online numeracy practice opportunities for V300 and practising physical assessment of the patient using mannikins. Students confirm that this teaching and learning methodology builds confidence to ensure that they are well prepared for assessments.

- Evidence to ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies (R2.9)

**MET**  **NOT MET**

R2.9 is met. Documentary evidence confirms that there is a balance of theory and practice across the taught weeks of the programme. The documentary evidence and discussion at the approval visit confirm that a period of practice consolidation is included in the final weeks of the programme, in response to student requests to incorporate consolidated practice into the programme. Students confirm that the additional consolidation period enables them to practice their skills in a protected environment. The programme team adopt a blended learning approach to teaching and learning. Discussions with the programme team confirm that they teach online and provide a range of online resources to students, as well as teaching on campus and providing physical resources to facilitate learning.

Discussion with the programme team and students confirms that summative assessments can fall within close proximity to one another within the programme. Students state that this can cause high levels of stress and be difficult to manage. The programme team are advised to consider reviewing the volume and timing of summative assessment. (Recommendation two)

**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 is not 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

The SFNME is not met at programme level. There is insufficient documentary evidence of PUSC involvement in the development of the programme and PUSCs are unable to confirm their involvement in co-production. Their engagement with the programme team is very recent and they have not received any preparation to play a role in the programme. (Condition one)

Recruitment of PUSCs is ad hoc and there is no evidence of an active PUSC group within the school. (Condition two)

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

There is insufficient documentary evidence of PUSC involvement in the development of the programme and PUSCs are unable to confirm their involvement in co-production. Their engagement with the programme team is very recent and they have not received any preparation to play a role in the programme.

Condition one: Develop an implementation plan to ensure that the community SPQ programme is designed, developed, delivered, evaluated and co-produced with PUSCs, to include involvement with student assessment and feedback and participation in student recruitment. (SFNME R1.12, R2.7, R5.14; SPRP R2.1.2)

Recruitment of PUSCs is ad hoc and there is no evidence of an active PUSC group within the school.

Condition two: Provide a strategy for the sustainable recruitment, preparation and training of PUSCs into NMC post-registration programmes. (SFNME R1.12, R2.6; SPRP R2.1.2)

Further evidence is required to demonstrate that practice learning opportunities are available to students to ensure that those who gain RPL for their prescribing qualification are provided with support in theory and in practice to enable them to apply their prescribing decision making to their intended field of practice.

Condition five: Demonstrate how the RPL process for V300 into the community nursing SPQ programmes verifies practice-based learning relevant to their field of prescribing practice. (SPRP R2.3)

**Date:** 19 April 2023

**Post event review**

**Identify how the condition(s) is met:**

Condition one: The UoB provide an implementation plan for PUSC involvement in all elements of community SPQ programme design, development, delivery and evaluation, including student recruitment and feedback from PUSC to students. A service user partnership policy is also provided, which details co-production of programmes within the school with PUSC.

Condition one is now met.

Evidence:

UoB implementation plan for community SPQ programme. April 2023  
UoB SSHS service user partnership policy, 2023–2026, undated

Condition two: The UoB provide a service user partnership policy that outlines the recruitment, preparation and training of PUSCs to ensure full engagement with NMC programmes.

Condition two is now met.

Evidence:

UoB SSHS service user partnership policy, 2023–2026, undated

Condition five: Documentary evidence from the UoB provides a guide for academic staff of the RPL process for V300 into the community nursing SPQ programmes, including a flow chart which guides the programme team through the RPL process. Two learning contracts are provided which document the practice-based learning undertaken by students to apply their knowledge and skills in V300 to their new field of prescribing practice and community SPQ prescribers.

Condition five is now met.

Evidence:

UoB RPL process chart, undated  
UoB RPL process guide, undated  
UoB independent prescribing learning contract one, undated  
UoB independent prescribing learning contract one, undated

**Date condition(s) met:** 30 June 2023

**Revised outcome after condition(s) met:**

**MET**

**NOT MET**

**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; R2.9, R2.11; 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. Evidence from the programme team and PLPs confirms that preparations are in place for the recruitment, selection and support of self-funded students. Strategic PLP leaders and the programme team tell us there is strategic support and planning underway within the school and placement areas to accommodate self-funded students. PLPs tell us they are aware of the programme's provision for self-funded students and that they are working with the programme team and other partners to plan for this.

- 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. Documents submitted state that both the practice assessor and practice supervisor will hold SPQ qualifications that match that of the student's field of practice. The programme team provide further details at the approval visit regarding how this will be facilitated, particularly for GPN students where resources are scarce. The plans that the programme team and PLPs have in place comply with the SSSA requirements for student supervision and assessment.

Members of the programme team tell us that they have received preparation for their roles as academic assessors from colleagues within the school, alongside attending regular updates. They confirm that they are given adequate time to fulfil this role.

Discussion with the programme team at the approval visit confirms that there are no formal placement evaluations however, PLPs, practice supervisors and practice assessors tell us that students are encouraged to be open and to share feedback through quadripartite reviews. The programme team tell us that students are invited to student-staff forums and tell us that feedback from students has resulted in changes to improve how PLPs prepare and induct students into practice placements. Students tell us that they utilise feedback channels and that their concerns are acknowledged and responded to.

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 not met. Documentary review suggests that PADs remain in draft form. Discussion with the practice supervisors, practice assessors and PLPs confirm that they are consulted on the content of the PADs. They confirm that their feedback is received and acted upon by the programme team. The PADs remain in draft form and require further development and consultation to ensure that students can evidence the SPCNSPQ for their intended field of community SPQ practice in the practice setting. The programme team are required to provide finalised PADs for the SPQ DN and GPN routes. (Condition four)

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

MET  NOT MET  N/A

Other fields 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. Discussions with the programme team confirm a range of support for individual student learning needs in the practice setting, both at university and school level. The programme team explain that PADs are personalised and

tailored to the student learning journey. Quadripartite meetings between the student, practice supervisors, practice assessor and academic assessor, two per semester, appraise and log student progress, particularly highlighting any issues that can be resolved by applying reasonable adjustments. Students confirm that the meetings are supportive and that they feel comfortable to raise any issues. The programme team also tell us that they have a practice liaison lecturer (PLL) who is the first point of contact to respond to any concerns or queries related to practice learning. The PLL encourages the student to liaise with their practice supervisors and practice assessor in the first instance and facilitates meetings for support in practice.

The programme team confirm that they all undertake annual mandatory equality, diversity and inclusion training.

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. Documentary evidence confirms that students are required within PADs to discuss with their practice supervisors, practice assessor and academic assessor and outline their stage of learning both initially on entering the programme and at regular intervals throughout the programme. The programme team confirm that this occurs. Practice supervisors and practice assessors assure us that the quadripartite meetings are held as timetabled, either online or face to face, providing a valuable forum to review the learning needs of the student and as necessary develop action plans with the academic assessor to meet any specific issues or address any unmet learning needs. Practice supervisors and practice assessors tell us that they are working with the programme team to develop the final versions of the practice assessment and PAD guidance documents and are clear about how the programme learning outcomes are applied to the students' intended field of community nursing SPQ practice.

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

**YES**  **NO**

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

YES  NO

**Outcome**

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

Discussions at the visit with the programme team, PLPs, practice supervisors and practice assessors, as well as documentary review, confirm that final versions of the PADS are yet to be agreed in full for the DN and GPN routes through the programme.

Condition four: Provide finalised PADS for the SPQ DN and GPN routes. (SPRP R3.3.3)

**Date:** 19 April 2023

**Post event review**

**Identify how the condition(s) is met:**

The UoB provide final versions of the PADS for the SPQ DN and GPN routes, including PAD information booklets for each of the routes.

Condition four is met.

Evidence:

UoB PADS one, two and three for the SPQ DN route, undated  
UoB PADS one, two and three for the SPQ GPN route, undated  
PAD information booklet, DN, undated  
PAD information booklet, GPN, undated

**Date condition(s) met:** 30 June 2023

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

**Standard 4: Supervision and assessment**

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

- R4.1 ensure student support, supervision, learning and assessment complies with the NMC *Standards framework for nursing and midwifery education*
- 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
- R4.3 ensure practice supervision, the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment*

R4.4 ensure practice supervisors:

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

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

R4.5 ensure practice and academic assessors:

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

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

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: R2.11; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17; R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9*

*Standards for student supervision and assessment, specifically R4.1 – R4.11*

### 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 met. Documentary analysis and discussion at the approval visit demonstrates that students are supported, supervised and assessed according to the NMC SFNME. Practice supervisors and practice assessors confirm that they are prepared for their roles both by the university and in practice. The programme team confirm that they receive preparation from the university for their roles as academic assessors. The programme team hold practice educator forums for practice supervisors and practice assessors which they are required to attend. PLPs confirm that they release staff to attend the forums.

- 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 not met. Discussion with academic assessors within the programme team confirm that they are prepared for this role by members of the university academic team within the school.

Evidence from documentary analysis and discussions at the approval visit provide some evidence of the nature and content of specialist community educator forums and how these prepare practice supervisors and practice assessors to support SPQ DN and GPN students. The most recent documentary evidence provided refers to an event in March 2022. Specific preparation for the new NMC SPCNSPQ is not provided. Discussion with PLP leaders confirms that they are not familiar with what will be required in terms of how practice supervisors and practice assessors will be prepared, and consider that there will be some challenges releasing practice supervisors and practice assessors who are working in primary

care and supporting GPN students. The programme team state that the practice educator forums and general preparation will be available face to face and via online Microsoft Teams meetings. An implementation plan is required to evidence how practice assessors and practice supervisors are prepared to support community nursing SPQ student learning and assessment to reflect the new SPCNSPQ (to include the PAD). (Condition three)

- 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 SSSA. A signed placement agreement between the AEI and PLPs associated with the proposed programme is provided by the programme team and PLPs, confirming that resources are in place to support students on community SPQ programmes for the fields of GPN and DN. Academic assessors with community SPQ qualifications in GPN and DN form part of the programme team and lead on the respective awards.

**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) or  
**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) or  
**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. Documentary analysis of practice assessor qualifications and experience and discussions at the approval visit confirm that practice assessors are experienced SPQ nurses for the programme and field of practice that students are undertaking. Practice educator forums held by the school ensure that the practice assessors are aware of their responsibilities as practice assessor for the community SPQ students.

- 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. Documentary evidence and discussions at the approval visit confirm that only in exceptional circumstances will the same person fulfil the role of practice supervisor and practice assessor. Each case is considered on an individual basis. The programme team and PLPs assure us that there are sufficient practice supervisors and practice assessors available within practice to support students undertaking the programme. Documentary evidence and discussion with practice supervisors and practice assessors confirm at the approval visit that if the exceptional circumstances should occur, this is recorded in the PAD and reviewed at each quadripartite meeting.

**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 specified fields 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 specified fields 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

Specific preparation for the new SPCNSPQ is not provided. Discussion with PLP leaders confirms that they are not familiar with what will be required in terms of how practice supervisors and practice assessors will be prepared, and consider that there will be some challenges releasing practice supervisors and practice assessors who are working in primary care and supporting GPN students. The programme team state that the practice educator forums and general preparation will be available face to face and via online Microsoft Teams meetings. An implementation plan is required to evidence how practice assessors and practice supervisors are prepared to support community nursing SPQ student learning and assessment to reflect the new SPCNSPQ (to include the PAD). (Condition three)

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

An implementation plan is required to evidence how practice assessors and practice supervisors are prepared to support community nursing SPQ student learning and assessment to reflect the new SPCNSPQ (to include the PAD).

Condition three: Provide an implementation plan to prepare practice assessors and practice supervisors to support community nursing SPQ student learning and assessment (to include the PAD). (SFNME R2.5; SPRP R4.2)

**Date:** 19 April 2023

**Post event review**

**Identify how the condition(s) is met:**

Condition three: The UoB provide an implementation plan that will prepare practice assessors and practice supervisors to support community nursing SPQ student learning and assessment. This includes details and information on the PAD. The university also provide a strategy document for community SPQ practice assessors and practice supervisors, with a timetable of events to help them to understand the new SPRN standards, the SPCNSPQ, the new programme and the support required by students in practice.

Condition three is now met.

Evidence:

UoB Implementation plan to prepare practice assessors and practice supervisors to support community nursing SPQ student learning and assessment, April 2023

UoB SSSH strategy for specialist community practitioner practice assessors and practice supervisors to understand the new standards and course and support students in practice, 26 June 2023

**Date condition(s) met:** 30 June 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 R2.11, R2.20*

### 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 is no fall back exit award with an SPQ annotation within the programme.

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  NOT MET

**Date:** 19 April 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

**Section four**

**Sources of evidence**

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

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
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 type="checkbox"/>	<input checked="" 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) (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) 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) (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"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).		
If you stated no above, please provide the reason and mitigation: There is no student university handbook. All university information is accessed by students via the UoB web pages and linked to the programme handbook. No apprenticeship route is proposed.		
List additional documentation: Post approval visit documentation to meet conditions: UoB implementation plan for community SPQ programme, April 2023 UoB SSHS service user partnership policy, 2023–2026, undated UoB RPL process chart, undated UoB RPL process guide, undated UoB independent prescribing learning contract one, undated UoB independent prescribing learning contract one, undated UoB PADs one, two and three for the SPQ DN route, undated UoB PADs one, two and three for the SPQ GPN route, undated PAD information booklet, DN, undated PAD information booklet, GPN, undated UoB Implementation plan to prepare practice assessors and practice supervisors to support community nursing SPQ student learning and assessment, April 2023 UoB SSHS strategy for specialist community practitioner practice assessors and practice supervisors to understand the new standards and course and support students in practice, 26 June 2023		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
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: Former GPN student – September 2020 cohort Current DN student – September 2022 cohort		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		

No apprenticeship route is 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 checked="" type="checkbox"/>	<input 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"/>
If yes, system regulator reports list: CQC reports East Suffolk and North Essex NHS Foundation Trust: Colchester General Hospital inspection report, 2 February 2023. East Suffolk and North Essex NHS Foundation Trust inspection report, 8 January 2020. Surrey and Sussex Healthcare NHS Trust quality report, 7 May 2021. Western Sussex Hospitals NHS Foundation Trust inspection report, 22 October 2019.		
If you stated no above, please provide the reason and mitigation: Visit undertaken via remote means. The UoB is an established provider of NMC programmes; a resource check is not required.		
Additional comments:		
None identified.		

**Mott MacDonald Group Disclaimer**

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We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

**Issue record**

**Final Report**



Author(s):	Wendy Wesson Jane Suppiah	Date:	27 April 2023
Checked by:	Pamela Page	Date:	28 April 2023
Submitted by:	Amy Young	Date:	18 July 2023
Approved by:	Natasha Thompson	Date:	18 July 2023