

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	University of Greenwich
<b>Programmes reviewed:</b>	<p><b>Specialist community public health nursing:</b></p> <p>Health visiting <input checked="" type="checkbox"/></p> <p>Health visiting with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>School nurse <input checked="" type="checkbox"/></p> <p>School nurse with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Occupational health nurse <input type="checkbox"/></p> <p>Occupational health nurse with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Public health nurse <input type="checkbox"/></p> <p>Public health nurse with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p><b>Specialist community public health nursing (NMC 2022) apprenticeship:</b></p> <p>Health visiting apprenticeship <input type="checkbox"/></p> <p>Health visiting with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>School nurse apprenticeship <input type="checkbox"/></p>

	<p>School nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Occupational health nurse apprenticeship <input type="checkbox"/></p> <p>Occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Public health nurse apprenticeship <input type="checkbox"/></p> <p>Public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p>
<p><b>Title of programme(s):</b></p>	<p>Postgraduate Diploma in Specialist Community Public Health Nursing – Health Visiting</p> <p>Postgraduate Diploma in Specialist Community Public Health Nursing – School Nursing</p>
<p><b>Academic levels:</b></p>	
<p>SCPHN health visiting</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SCPHN health visiting with integrated independent and supplementary prescribing (V300)</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SCPHN school nurse</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>

SCPHN school nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN health visiting apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN school nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7

	SCQF <input type="checkbox"/> Level 11
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse 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>	10 May 2023
<b>Programme start date:</b>	
SCPHN health visiting	2 January 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	2 January 2024
SCPHN school nurse with integrated independent and supplementary prescribing (V300)	
SCPHN occupational health nurse	

SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN public health nurse	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN health visiting apprenticeship	
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN school nurse apprenticeship	
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN occupational health nurse apprenticeship	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN public health nurse apprenticeship	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
<b>QA visitor(s):</b>	Registrant Visitor: Patricia Hibberd Lay Visitor: Kuldeep Singh

## Section two

### Summary of review and findings

The University of Greenwich (UoG) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The UoG is an established provider of specialist community public health nursing (SCPHN) education. They're requesting approval to deliver a full-time 120 credit postgraduate diploma (PgDip) in SCPHN in the fields of health visiting (HV) or school nursing (SN). The programme's designed to meet the Standards for post-registration programmes (SPRP) (NMC, 2022 updated 2023) and mapped to the Standards of proficiency for specialist community public health nurses (SPSCPHN) (NMC, 2022). Successful completion provides eligibility to apply for registration as a SCPHN HV or SN. There's no fall back exit award leading to NMC SCPHN registration. The programme doesn't include the independent and supplementary prescribing (V300) programme.

The programme is developed in partnership with practice learning partners (PLPs), students and people who use services and carers (PUSCs). It's delivered as a 45-week full-time programme, planned over a 52-week period. The programme is mapped to SPSCPHN for HV and SN. Programme and module outcomes are core to both fields, with HV and SN routes defined through differentiated field module content and the achievement of core and field specific SPSCPHN in HV or SN practice. There's HV and SN specific practice assessment documents (PADs) co-produced with PLPs, PUSCs and students. There's a balance of theoretical and practice learning across the programme, culminating in a period of 10 weeks of practice learning. The programme employs a blended learning strategy. This includes face-to-face learning activities based at the Avery Hill campus, supported by synchronous and asynchronous digital learning and resources through the UoG virtual learning environment. Simulated learning is used as part of theoretical learning. Simulated case studies are used to enable students to rehearse aspects of practice. There's a range of assessments included and an objective structured clinical examination (OSCE) is included as part of this.

The programme leader is a current SCPHN HV registrant, supported by an experienced academic team. This comprises three HV lecturers and a lecturer practitioner with the SCPHN SN qualification and relevant experience. There's an academic resource plan agreed to support SN teaching and academic assessment, including the appointment of a part-time SN lecturer for the proposed programme. UoG have a preparation programme for new academic assessors which includes a period of induction and supervision. Academic assessors without a higher education teaching qualification are required to register and work towards this as part of their requirements.

Entry to the PgDip is open to current NMC registered first level nurses or midwives who demonstrate the capability to study at level seven. Applicants require an honours degree with a minimum of lower second class (2:2) honours classification.

There's a process for applicants without an honours degree to demonstrate equivalence of level six study prior to entry. Eligible students can apply to UoG for recognition of prior learning up to 50 percent of the programme on a module-by-module basis. There are application routes for those who've secured a sponsored or commissioned place with an NHS or non-NHS employer. Self-employed or self-funding registrants can apply for the programme if there's an identified PLP to provide an appropriate practice placement including a SCPHN practice assessor and practice supervisor. All applicants are interviewed jointly by UoG and the supporting PLPs.

UoG have established processes in place to assure the governance, quality and continuous improvement of education in theory and practice learning. The programme development includes responses to student and stakeholder feedback. There's confirmation of exceptional reporting processes to the NMC where there are risks to the safety and quality of student learning, including relevant outcomes from external regulator reports.

UoG confirm their scrutiny of data at AEI, programme and module level to establish any differential attainment. The awarding gap is monitored for the percentage of first and upper second class (2:1) honours degrees awarded to black and minority ethnic students compared to white students. A value-added score is also applied. There's a SCPHN programme strategy responding to evidence of differential attainment in the programme. This includes a commitment to inclusive teaching practice and to providing increased preparation in academic skills. There's an academic skills module included in the proposed programme. UoG provide resource to support aspects of academic writing and there's formative feedback provided to students for assessment development. Equality, diversity and inclusion is included in all practice assessor and practice supervisor updates. Students are encouraged to share inclusion plans with academic and practice learning staff to ensure that reasonable adjustments are made. Annual monitoring of interventions to reduce differential attainment is undertaken.

Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) as conditions apply.

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

The approval visit is undertaken remotely.

The programme is recommended for approval subject to three NMC conditions. One university recommendation is made.

Updated 19 July 2023:

The AEI provided evidence to meet the conditions. The conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <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>
<b>Conditions:</b>	<p><b>Effective partnership working collaboration, culture, communication and resources:</b></p> <p>Condition one: Provide an implementation plan that demonstrates how PUSCs relevant to the SCPHN HV and SN fields are sustainably involved in the ongoing recruitment, delivery, assessment, management and evaluation of the SCPHN programme. (SFNME R1.12, R2.7, R5.14)</p> <p><b>Selection, admission and progression:</b></p> <p>Condition two: In partnership with PLPs, provide a documented plan to demonstrate the opportunities, arrangements and governance structure that's in place to support practice-based learning for self-employed or self-funded applicants. (SPRP R1.3, R1.5)</p> <p><b>Practice learning:</b></p> <p>Condition three: Make clear in all documentation the NMC requirement for protected learning time, ensuring that references to supernumerary status are identified as a local UoG requirement. (SPRP R1.5)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p>



	<p><b>Education governance: management and quality assurance:</b></p> <p>None identified.</p>
<b>Date condition(s) to be met:</b>	10 July 2023
<b>Recommendations to enhance the programme delivery:</b>	Recommendation one: Revisit the module 'universal, targeted and complex care for children, young people and families' (OSCE element) with a view to making scenarios less prescriptive, allowing more flexibility and thus reducing the need for module changes in the future. (University recommendation)
<b>Focused areas for future monitoring:</b>	Involvement of PUSCs in the SCPHN programme for HV and SN fields.

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

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

UoG provide an implementation plan to include PUSCs in recruitment, delivery, assessment, management and evaluation of the SCPHN programme. The plan and achievement dates demonstrate a range of opportunities for PUSC involvement that will be implemented prior to the start of the first SCPHN cohort in January.

Condition one is met.

UoG provide a recruitment pathway flow chart and governance framework for self-employed or self-funded students which identifies the process and makes clear the responsibilities of each stakeholder (UoG, PLP, student) in recruitment and student support.

Condition two is met.

UoG provide amended programme documentation which make the NMC requirement for protected learning time. They confirm that the use of supernumerary status for SCPHN students is a local agreement between UoG and PLPs.

Condition three is met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	The AEI highlighted a word discrepancy in the report template. This has been rectified. No observations were made on the actual report.
<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>	19 July 2023

### Section three

NMC Programme standards
<p>Please refer to NMC standards reference points:  <a href="#">Standards for post-registration education programmes</a> (NMC, 2022)  <a href="#">Standards of proficiency for specialist community public health nurses</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)  <a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018)  <a href="#">Quality assurance framework for nursing, midwifery and nursing associate education</a> (NMC, 2019)  <a href="#">QA Handbook</a> (NMC, 2022)</p>

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><a href="#">Standards framework for nursing and midwifery education</a> (NMC, 2018)</p> <p><b>Standard 1: The learning culture:</b>  R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p>

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 meetings during the approval visit demonstrate effective partnership working between the AEI, PLPs, PUSCs and students.

There's established AEI processes providing channels of communication with PLPs at strategic and operational levels to ensure effective partnership working and co-production of the programme. UoG and PLPs confirm that they meet regularly to evaluate and review the ongoing governance of the programme. At the visit PLPs and the programme team give us examples of programme decisions made in co-production. These include the non-inclusion of the V300 module, the programme length, the balance of theory and practice, the length of alternative learning experience and the development of the PADs. There's also been retention of valued assessments such as the OSCE and the safeguarding exam, which are modified to reflect the SPSCPHN.

PLPs tell us they support the balance of practice learning opportunities included in the programme schedule, including block practice placements. They confirm a commitment to ensuring protected learning time. For UoG, there's a shared local AEI and PLP decision to continue learners as supernumerary to the established staffing numbers as part of protected learning. Practice assessors and practice supervisors tell us they're involved in programme development including discussion of the two new PADs which assess core and field SPSCPHN for HV or SN. They tell us they're positive about the structure and content of the PADs and consider that these support the assessment process effectively.

The programme team and PLPs confirm they're proactive if student concerns or practice learning issues are identified and that they work in partnership to resolve issues in a timely manner. Student and practice supervisor and practice assessor facing documents clearly detail the process for identifying and raising concerns. Practice assessors and practice supervisors tell us there's robust support and regular updates from the programme team and that they know how to raise and escalate concerns using the documented process.

Documentary evidence, students and new SCPHN graduates at the approval visit confirm that they've been able to contribute their views to the development of the proposed programme. They give us examples of how their evaluation is informing aspects of the programme development. This includes feedback on the practice learning balance within the schedule including more practice learning full-time blocks. Module specifications and the programme team tell us that there's shared learning between HV and SN fields to ensure a holistic understanding of working with children and young people and their families and carers from the context of their own field of practice. Some learning is also shared with district nursing students on the specialist practice qualification programme. Opportunities to explore multi-disciplinary working are provided within the module content including through simulated learning activity. There's time allocated in practice learning to explore interprofessional working with alternative public health services. Students confirm they're provided with opportunities to explore working with other professionals and agencies in the wider context of public health.

The AEI tells us that listening to student voice is central to the programme and they've increased opportunities for feedback. Students confirm that all modules

and practice learning are evaluated. There's a group email system where any urgent issues can be raised and they tell us this is promptly responded to. UoG hold a regular forum for students to meet with the programme team to review and feedback on experience. The programme team also use this forum to update students on how they're responding to student evaluation and feedback. Students confirm the AEI is responsive to their feedback and they feel listened to. They give an example of changes made to the student calendar in response to their feedback. Students are also able to provide feedback to the UoG school council through an identified student representative. Students tell us they're well supported by practice assessors and practice supervisors. There's documentary evidence that students' evaluations are raised and discussed with practice assessors and practice supervisors.

UoG have a strategy for and commitment to the involvement of PUSCs in their NMC programmes. Senior AEI representatives tell us of the overall support and preparation of PUSCs by UoG. At the visit, PUSCs tell us there's a small number of people with lived experience of HV and/or SN services involved in the SCPHN programme. The PUSCs we meet tell us their views are sought in the co-production of the proposed programme. They confirm they're supported by UoG with a named link person and there's choice over the level or type of involvement they have. They provide examples of their current involvement with OSCE scenarios and presentations. Some PUSCs share their experiences with students.

The programme team tell us it's their intention to involve PUSCs across all aspects of programme delivery, however, documentary evidence of their implementation plan for PUSC involvement in the proposed programme is needed. This will assure us that PUSC involvement in recruitment, delivery, assessment, management and evaluation of the proposed programme relevant to both fields is sustainable and achievable. (Condition 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**

Documentary evidence and meetings at the visit provide assurance that PUSCs are involved in the co-production of the programme and some aspects of programme delivery. At the visit, UoG tell us it's their intention to involve PUSCs in all aspects of programme delivery. The team need to document their plans for PUSC involvement to assure us this is sustainably achievable in all aspects of the programme.

Condition one: Provide an implementation plan that demonstrates how PUSCs relevant to the SCPHN HV and SN fields are sustainably involved in the ongoing recruitment, delivery, assessment, management and evaluation of the SCPHN programme. (SFNME R1.12, R2.7, R5.14)

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: UoG provide an implementation plan to include PUSCs in recruitment, delivery, assessment, management and evaluation of the SCPHN programme. PUSCs will be involved in the recruitment of applicants through the development of interview questions and forming part of the panel. UoG identify modules where PUSCs will be involved in sharing lived experience as part of programme delivery. There'll be PUSC contribution to assessment through co-creation of OSCE scenarios and invitation to contribute to the formative and summative assessment of students. They'll also participate to feedback in student presentations. PUSCs will form part of the programme management committee and contribute to the programme evaluation process. There's a timeline provided that ensures the plan is implemented for the cohort commencing in January 2024.

Condition one is now met.

Evidence:

Service user implementation plan, 10 July 2023

Date condition(s) met: 19 July 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 community public health nursing programme.

Optional  Compulsory  N/A

The V300 isn't included in either SCPHN field.

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:

1 August 2019

## Student journey through the programme

### Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

R1.4 provide opportunities that enable eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme

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

R1.6 consider recognition of prior learning that is capable of being mapped to the:

R1.6.1 programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice

R1.6.2 programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice



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

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

*Standards framework for nursing and midwifery education*, specifically R2.6, R2.7, R2.8, R2.10

**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)  
YES  NO  N/A
- 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)  
N/A

An SPQ programme isn't proposed.

- 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)  
YES  NO  N/A

R1.3 is not met. Documentary evidence demonstrates that UoG provides two recruitment pathways to enable NMC registered nurses or midwives to undertake a SCPHN programme in their chosen SCPHN field.

There's a pathway to enable sponsored NHS or non-NHS applicants to enter the SCPHN programme. The selection process begins with the advertisement of available sponsorships by a PLP who are also responsible for shortlisting applicants. At the visit senior PLP representatives confirm there are processes in place to monitor and address any under representation in shortlisting and selection. Documentary evidence confirms that shortlisted applicants apply to UoG where a joint interview with the PLP is undertaken using a regionally agreed interview schedule. Disclosure and barring service (DBS) checks and occupational health (OH) assessment are undertaken by the sponsoring PLP. Self-declaration of health and character is completed with UoG by successful applicants on entry to the programme.

The recruitment pathway for self-employed or self-funded applicants confirms they must apply for a place with a healthcare service provider to achieve the practice-based learning programme requirements. This must be achieved prior to submitting their UoG application. UoG tell us they'll provide information to support applicants to identify organisations for practice-based learning. Where self-funded or self-employed applicants have identified a potential placement provider, the employer interview is undertaken jointly with UoG. UoG are responsible for undertaking DBS and OH confirmations as part of entry requirements.

At the visit, meetings with UoG and senior PLP representatives confirm that they've not yet considered how they'll enable opportunities for self-employed or self-funded applicants to apply for practice learning placements. They recognise that this may be needed in the future but tell us there's a current need to prioritise their sponsored places to ensure that these are fully taken up in both HV and SN. All potential applicants are therefore encouraged to consider applications for sponsorship. However, there's currently no clear plan for PLPs to enable opportunities for self-employed or self-funded nurses or midwives to apply for a SCPHN practice learning placement. Without this, applicants can't apply to the

UoG SCPHN programme under this pathway. A documented plan is needed to identify how opportunities for self-employed or self-funded applicants to apply for the SCPHN programme are achieved. (Condition two)

- 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)

N/A

An SPQ programme isn't proposed.

**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 not met. Documentary evidence confirms that the UoG practice-based learning governance framework provides a structure to support safe, quality learning for SCPHN HV or SN students. UoG tell us that the standard placement agreement is currently used to form contractual arrangements with PLPs together with the Health Education England contract. The placement agreement provides assurance that students are allocated time to complete the educational activities and regulatory requirements of the programme. There's an example of a signed contract. There's a process to support contractual agreements with new placement partners including private, independent and voluntary organisations.

At the visit, UoG confirm there's strategic and operational committees as well as organisational leads with responsibility for the quality of practice learning. UoG tell us of high levels of student satisfaction and their commitment to monitoring and responding to all aspects of student feedback. There are processes to manage risks to the safety and quality of SCPHN education including policies for escalation of concern. There's school level practice learning guidance provided to all healthcare students which includes professional responsibilities, raising concerns and complaints. Students, practice assessors and practice supervisors confirm that these are documented and clear. The governance process between PLPs and UoG that enables opportunities for eligible self-employed or self-funded applicants to undertake safe, quality SCPHN HV or SN practice learning experiences with existing or new PLPs needs to be made clear. (Condition two)

The signed partnership agreement with a local PLP confirms that the regulatory requirements of programmes are upheld. PADs for HV and SN indicate that students are supernumerary. This is referenced as an NMC requirement. The SPRP requirement for protected learning time isn't indicated. At the visit the programme team and PLPs confirm their intention to maintain the supernumerary status of students. This is a local decision and is supplementary to the NMC requirement for protected learning time. It therefore needs to be made clear in all documentation that the NMC requirement is protected learning time and that any reference for students to be supernumerary to the workforce is clearly documented as a local UoG and PLP commitment. (Condition three)

Educational placement audits are completed for all placement areas to ensure the suitability of the learning environment using the pan-London learning environment audit, focused on HV or SN. These are shared with other AEIs using the area. Audits include information on maximum student capacity in the placement and confirm that SCPHN practice supervisors and practice assessors are prepared, supported and have experience for the student's field of practice. Audits include the range of experiences available for HV and SN students. External measurements of care quality are monitored as part of the audit cycle. Documentary evidence demonstrates that collated feedback from student placement evaluations is presented to practice assessors and practice supervisors as part of ongoing liaison and development.

**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)

YES  NO  N/A

- 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)

N/A

An SPQ programme isn't proposed.

- 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

V300 isn't included in the programme.

- 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

V300 isn't included in the programme.

**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 (NMC, 2022)* will be met through the transfer of existing students onto the proposed programme.**

There's no planned transfer of existing SCPHN students proposed. All students will complete their current 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.**

There's no transfer of existing SCPHN students proposed. The SSSA is implemented within the current programme.

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**

Self-employed and self-funded SCPHN applicants are required to have a practice learning placement identified prior to their application to UoG. UoG and PLPs need to provide a shared plan to ensure that the opportunities, arrangements and governance for self-funded or self-employed applicants is transparent.

Condition two: In partnership with PLPs, provide a documented plan to demonstrate the opportunities, arrangements and governance structure that's in place to support practice-based learning for self-employed or self-funded applicants. (SPRP R1.3, R1.5)

UoG and PLPs are committed to supporting SCPHN HV or SN students to being supernumerary to the workforce as part of protected learning time. UoG documentation isn't clear that this is a local commitment and that the SPRP requirement is for protected learning time. This needs to be clear in all documents.

Condition three: Make clear in all documentation the NMC requirement for protected learning time, ensuring that references to supernumerary status are identified as a local UoG requirement. (SPRP R1.5)

**Date:** 10 May 2023

#### **Post event review**

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

Condition two: UoG provide a recruitment pathway flow chart and governance framework for self-employed or self-funded students which identifies the process and makes clear the responsibilities of each stakeholder (UoG, PLP, student) in recruitment and student support. This includes responsibilities for registration and OH checks, mandatory training, induction and equipment as well as ensuring that educational audits are met and PLPs meet requirements for practice assessors and practice supervisors. This is developed following discussion and agreement with PLPs.

Condition two is now met.

Evidence:

Governance framework for self-funding, undated  
SCPHN (HV or SN) recruitment pathways, undated

Condition three: Documentation has been amended to make clear the NMC requirement for protected learning. Programme and student documentation, HV and SN PADs and practice supervisor and practice assessor documentation are amended to identify that student supernumerary status is locally agreed between UoG and their PLPs in support of protected learning time. Wording has been altered in the HV and SN PADS, student practice guidance and practice assessor and practice supervisor guidance.

Condition three is now met.

Evidence:

Programme specification, 18 July 2023  
PAD (HV), 18 July 2023  
Practice assessor and supervisor guidance, 18 July 2023  
Programme handbook 2024, 18 July 2023  
PAD (SN) 18 July 2023  
Standing panel approval document, 18 July 2023  
Student practice guidance 2024, 18 July 2023

**Date condition(s) met:** 19 July 2023

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

### 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)  
YES  NO  N/A
- 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)  
N/A

An SPQ programme isn't proposed.

- 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

V300 isn't included in the programme.

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)  
YES  NO  N/A
- students to enter the SCPHN register for the public health nurse qualification (R2.4.2)  
YES  NO  N/A

A public health nurse route isn't offered.

- 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)  
N/A

An SPQ programme isn't proposed.

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

N/A

An SPQ programme 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)

YES  NO  N/A

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

YES  NO  N/A

A public health nurse route isn't offered.

- 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)

N/A

An SPQ programme isn't proposed.

**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)

MET  NOT MET  N/A

R2.6 is met. Documentary evidence and meetings at the visit confirm that there's general and professional content necessary to meet the core and field SPSCPHN for HV or SN. The programme comprises six compulsory modules. Five modules

are delivered at level seven. There's one 20 credit module at level six. UoG confirm that this is allowable under their regulations for the award of PgDip.

All modules are shared across the HV and SN fields in the SCPHN programme and set out the general and professional content for both fields. Content is designed to incorporate universal, targeted and specialist services for children and young persons aged 0-19. There's emphasis on the holistic assessment and safeguarding of children and young people and their families. There's inclusion of public health and health promotion, including determinants of health and inequalities. General and professional content also includes the development of academic skills for independent learning, including searching and managing data and enquiry and problem-solving skills. The development of research capabilities as well as leadership, collaboration and teamwork in SCPHN practice are included.

Documentation shows mapping of module learning outcomes and the PADs to the SPSCPHN and indicates where core and field specific SPSCPHN are met for HV and SN. This is reflected in separate PADs for HV and SN where core and field specific proficiencies are demonstrated. All elements of the theoretical programme and the field specific PAD must be completed to demonstrate that core and field specific proficiencies are met by the end of the programme. There's no compensation in theory or practice.

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

**MET**  **NOT MET**  **N/A**

A public health nurse route isn't offered.

- 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)

**N/A**

An SPQ programme isn't proposed.

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)

**MET**  **NOT MET**

R2.7 is met. Programme and module outcomes are core for both fields but are met in the context of HV or SN practice. To support this HV and SN theoretical content is differentiated in three 20 credit modules; ‘promoting individual, community and population health within specialist practice’, ‘universal, targeted and complex care for children, young people and families’ and ‘safeguarding and protecting the welfare of children, young people and families’. Examples of content differentiation in the universal module includes examination of the newborn and perinatal mental health for HV, whilst SN students study obesity and the childhood measurement programme and child and adolescent mental health. An example timetable demonstrates how core and field specific learning is delivered. In addition to the differentiated learning identified in module content, the programme team confirm that students work with peers and tutors to contextualise and apply core knowledge to learning and assessment in their field of SCPHN practice.

The programme team tell us that SCPHNs relevant to the field of HV or SN practice deliver differentiated content and support teaching, application and contextualisation across the core, shared content. There’s a team of three SCPHN HVs to support the delivery of HV field specific content. There’s currently a lecturer practitioner for SN in place to support SN field specific content. UoG tell us they’re currently increasing the SN lecturing hours ready for the start of the proposed programme in January 2024. This includes the substantive appointment of a 0.6 full time equivalent SN lecturer for the proposed programme.

All module learning outcomes are mapped to the SPSCHPN and to the programme outcomes. Mapping demonstrates that the module content and the content of the HV and SN PADs enables students to meet the programme outcomes within their HV or SN fields.

- 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)

N/A

An SPQ programme isn’t proposed.

- 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. Documentary evidence and meetings during the approval visit confirm UoG’s commitment to a digital and simulation infrastructure which supports learning for SCPHN students. UoG tell us of their investment in this area and resources include a dedicated simulation team as well as flexible physical and digital virtual resources in place. In the proposed programme, theoretical delivery

employs a blend of face-to-face and digital content via the UoG virtual learning environment. There's use of lecture capture software and technology to support interactive learning including the ability to host synchronised and asynchronised teaching sessions.

There's also use of simulation and culturally diverse case studies to enhance students' abilities in client assessment and intervention. UoG tell us there's a home environment, as well as a range of other flexible and realistic clinical spaces available for use. There's use of virtual reality, simulation manikins that reflect a diverse population and the use of video recording and feedback to support student development and reflection.

- 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 demonstrates that delivery of the SCPHN programme is based at the UoG Avery Hill campus. The programme provides a balance of theoretical and practice learning opportunities. The programme schedule includes discrete theoretical and practice blocks as well as weeks where a blend of theoretical and practice learning is timetabled. Time is built into the schedule to enable student independent study. The programme culminates in a 10-week period of continuous practice to enable students to work under supervision in the management of a small caseload of clients within their field of HV or SN practice. At the visit UoG, students and PLPs confirm that the balance of theory and practice is agreed as part of the co-production of the programme.

UoG tell us that strategies to learning and teaching are based on a personalised approach reflecting students' learning needs and interests, to encourage the student's active engagement and motivation. Module specifications demonstrate that a range of strategies are used including lectures, small group teaching, directed learning and simulation. The programme team tell us that learning approaches are also designed to enhance peer learning. There's opportunity for students to engage with personal and module tutors in small group settings to encourage students to develop their own arguments and opinions, including in areas of personal interest. They tell us that the academic skills module at the beginning of the programme enables students to develop or revise the learning skills needed for independent study and research in the PgDip.

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

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

**YES**  **NO**  **N/A**

The programme isn't delivered in Wales.

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

YES  NO

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

YES  NO

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

YES  NO

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

YES  NO

#### Outcome

Is the standard met?

MET  NOT MET

Date: 10 May 2023

#### Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET  NOT MET

N/A

#### Standard 3: Practice learning

Approved education institutions must:

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

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

- R3.2 ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC *Standards for student supervision and assessment*
- R3.3 provide practice learning opportunities that allow students to develop, progress and meet all the standards of proficiency for their:
- R3.3.1 intended field of SCPHN practice: health visitor, school nurse and occupational health nurse or,
- R3.3.2 SCPHN public health nurse
- R3.3.3 intended community nursing SPQ: these may be within the fields of community children’s nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or,
- R3.3.4 in other specified field(s) of community nursing in health and social care nursing
- R3.4 ensure that practice learning complies with the NMC Standards for student supervision and assessment
- R3.5 take account of students’ individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities, and
- R3.6 ensure learning experiences are tailored to the student’s stage of learning, proficiencies and programme outcomes culminating in a period of practice learning. This is dependent on the individual learning needs of the student to demonstrate overall proficiency and achieve the programme learning outcomes for their:
- R3.6.1 intended field of SCPHN practice, SCPHN PHN practice or
- R3.6.2 their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice.

*Standards framework for nursing and midwifery education, specifically R1.1, R1.3, R1.5; R2.9, 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. Documentary evidence and meetings at the visit confirm there's a practice learning governance framework for all UoG programmes. All UoG students are provided with a practice learning guidance document outlining key information and processes. At the visit, senior AEI representatives and PLPs confirm there's effective arrangements to support the quality of practice learning. Each PLP has a UoG partner relationship manager who meets regularly to discuss any governance issues, including external regulator reports. There's a quality lead who works with smaller providers to ensure that the equivalent level of communication is achieved.

At the visit UoG confirm their commitment to supporting self-employed or self-funded students as part of their 'education without boundaries' strategy. Students have a contracted PLP agreed for placements as part of the recruitment and selection process. They'll use existing contractual processes for practice learning arrangements and governance with PLPs. UoG confirm that once on the programme, their existing practice quality assurance processes apply to self-funded or self-employed students. This includes ensuring that the placement has a satisfactory educational audit, has placement capacity and there's a practice assessor and practice supervisor allocated that meets the SSSA and SPRP requirements. They tell us that students are monitored and receive support to ensure that they're gaining the experience required to achieve the SPSCPHN in the practice setting.

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

**MET**  **NOT MET**

R3.2 is met. Documentary evidence and our meeting with students confirm that students are informed about practice learning and expectations for the SCPHN programme. The governance framework ensures that a partnership approach is taken to arranging practice learning including practice supervision and practice assessment. It's a requirement for self-funded and self-employed students that placements must be in line with the SFNME, SSSA and SPRP.

UoG SCPHN HV and SN students have an allocated placement area with an identified practice assessor and practice supervisor agreed in partnership with the employing or supporting PLP. Students are provided with guidance through the programme handbook, practice placement guidelines, student practice guidance and their HV or SN PAD. Student documentation confirms the responsibilities of students for their own learning and for the development of self-assessment and reflective practice as well as their responsibilities in the escalation of any issues.

Students tell us they're clear about their responsibilities within the programme. They confirm that they follow student documentation including published flow charts for raising concerns.



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)

**MET**  **NOT MET**  **N/A**

R3.3 is met. Documentary evidence and meetings with students, practice assessors and practice supervisors confirm that practice learning opportunities are provided to allow students to develop, progress and meet the SPSCPHN in their field of practice. The governance of placements includes an educational placement audit to assess that the range of learning opportunities available meet the needs of HV and SN students. Opportunities for alternative learning experiences are also included. Students, practice assessors and practice supervisors tell us that there's a range of practice learning opportunities available to support the achievement of the SPSCPHN.

As part of the proposed PADs, students undertake an individual learning needs analysis each term to tailor practice learning opportunities that meet their needs. These are identified and discussed with the practice supervisor and practice assessor as part of ongoing practice review and feedback. Proposed PADs require the ongoing achievement of the SPSCPHN to be monitored at tripartite progress review meetings held with the student, practice assessor and academic assessor. Action plans are included for development if students require additional support in their progress and achievement. There are formative and summative assessment opportunities included in the PAD in terms one and two and at the end of the programme. The ongoing achievement record (OAR) monitors and confirms overall achievement of the SPSCPHN by the end of the programme.

- SCPHN public health nurse (R3.3.2)

**MET**  **NOT MET**  **N/A**

A public health nurse route isn't offered.

- 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)

**N/A**

An SPQ programme isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

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

**YES**       **NO**

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

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

**MET**       **NOT MET**

R3.5 is met. Documentary evidence and students at the approval visit confirm that students' individual learning needs and personal circumstances are considered when practice learning is allocated. The AEI's inclusion plans are developed which outline the reasonable adjustments needed for full student access to the programme. All students with disabilities, physical and mental health conditions and specific learning difficulties, who are registered with the student wellbeing service, have an inclusion plan in place. Students are aware of their responsibility to share an inclusion plan with their employer or placement provider to enable implementation of reasonable adjustments in the allocation and achievement of practice. PLPs also tell us that they encourage students to share inclusion plans. They're able to provide examples of how they've recently enabled reasonable adjustments to support students with disabilities.

The PADs provide an opportunity for students to identify their personal learning needs in each term, so that learning opportunities can be tailored to meet their needs. There's regular scheduled review of student progress including action planning to identify students who require additional support.

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)
- MET**       **NOT MET**       **N/A**

R3.6 is met. Documentary evidence shows and the programme team tell us that the programme design and structure of the practice learning schedule provides a framework for tailoring experiences to the student's stage of learning. The programme and PADs are designed to support the student to progress through increasing complexity from universal through to complex principles, culminating in a 10-week period of continuous practice learning. This structure tailors learning to students' needs in their field of SCPHN practice learning related to the stage of the programme. The PADs provide opportunities each term for student self-assessment and planning as well as tripartite reviews with students, practice assessors and academic assessors. An experiential taxonomy is used to enable students' learning to be framed and supervised appropriately from their initial exposure in practice through to the period of practice learning at the culmination of the programme. UoG offers structured support and resources for students requiring additional support.

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

N/A

An SPQ programme isn't proposed.

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

YES  NO

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

YES  NO

### Outcome

Is the standard met?

MET  NOT MET

Date: 10 May 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 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 evidence and the visit confirms that governance processes are in place to oversee the effectiveness of student support, supervision, learning and assessment on the SCPHN programme and to ensure that standards are monitored and met.

The overall quality of the student experience on the SCPHN programme is monitored. There's a process for appointment and oversight of external examiners. The programme team confirm that a new external examiner for the proposed SCPHN programme will be in place prior to programme commencement. There's evidence of an established system of student evaluation, including placement

evaluations and feedback to PLPs. Students tell us that the programme team are responsive to their evaluations and provide examples of changes that are made in the proposed programme from their feedback.

PLPs and students confirm that UoG processes help to ensure that students are supported in their theoretical and practice learning. Students are allocated a personal tutor to ensure that there's early intervention for any identified academic issues. They confirm that there's early identification of any learning needs or difficulties and tell us of the effective support provided by the AEI.

Students confirm they're supported in accordance with the SSSA. They're allocated a SCPHN HV or SN registered practice supervisor, practice assessor and academic assessor. There are processes to support individual learning needs in theory and practice. Students confirm the effectiveness of support provided by the programme team, practice assessors and practice supervisors and the availability of UoG resources to support their health and wellbeing. There are processes to enable formative and summative feedback throughout the proposed programme in theory and practice.

Meetings with academic assessors, practice assessors and practice supervisors confirm they receive appropriate preceptorship, induction and time to support student learning. This includes training for equality, diversity and inclusion. Some PLPs tell us that their local approach to developing SCPHN practice assessors includes completion of a 20-credit level seven learning and teaching module. This is in addition to local practice supervisors' and practice assessors' preparation and is a local requirement designed to enhance the professional development of SCPHN practice assessors. PLPs also tell us of their process for identifying and preparing SCPHN practice supervisors who've undergone a period of preceptorship. Practice supervisors and practice assessors we meet are positive about their role, including its importance for their own personal and professional development.

Documentary evidence confirms that UoG have processes to ensure students and PLPs are involved in ongoing programme improvement and feedback. There's evidence of co-production including mechanisms to provide feedback to practice assessors and practice supervisors. There are processes for escalating concerns for students and practitioners. At the visit senior AEI representatives confirm the process for monitoring and receiving information about placement quality from PLPs. They confirm the process of exceptional reporting to the NMC for ongoing risks.

There's documentary evidence of student conduct and fitness for practise procedures. All students confirm good health and character at the beginning and end of the programme.

- There is evidence to confirm that the education institution and their practice learning partners liaise, collaborate and agree the necessary approach to

the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment (R4.2)

**MET**  **NOT MET**

R4.2 is met. Documentary evidence and evidence at the visit confirms there's ongoing liaison and communication with PLPs in the preparation, education, training, ongoing learning, support and expertise necessary to support SCPHN students. PLPs work in partnership with UoG to confirm that they're allocating appropriately qualified and prepared practice supervisors and practice assessors for each of their students. PLPs confirm that SCPHN students are allocated to practice supervisors and practice assessors who are SCPHN registrants and have received preceptorship and preparation to undertake the role. UoG also provides a guidance document for practice assessors and practice supervisors that includes the year planner, introduction to the SPSCPHN, role and responsibilities for assessment and supervision of students, together with the assessment process for the proposed programme. The guidance covers the use of the PADs including gaining PUSC feedback. Practice assessment is supported by students' reflection, which is developed as part of a learning portfolio. There's an annual study day in November each year to provide programme updates and information for all practice assessors and practice supervisors. The programme team confirm that this is for all who have allocated students in the following January. The study day introduces the programme, including feedback to and assessment of students.

Practice assessors and practice supervisors tell us they're well supported and have opportunities provided for their ongoing development. Senior AEI representatives and the programme team confirm that new academic staff receive preparation for the SCPHN academic assessor role, including a clear plan for their transition and support into the role.

- 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 evidence and the visit confirms that students are allocated to SCPHN practice supervisors, practice assessors and academic assessors. The PADs are structured to include termly tripartite meetings between students, practice assessors and academic assessors. These provide regular opportunities for liaison between the academic assessor and practice assessor and for overall confirmation of the students' achievement of the SPSCPHN at the culmination of the practice assessment process. Achievement of the SPSCPHN is confirmed in an OAR.

**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 evidence and the programme team tell us there's a process of confirming that students are assigned to an experienced registered SCPHN for the student's field of practice. Employers meet with the SCPHN programme leader to discuss and identify suitably prepared and experienced practice assessors for each student. This includes confirming that each practice assessor is prepared and meets the SSSA and SPRP. Practice assessors tell us they're prepared and meet the requirements to be a SCPHN practice assessor. They also provide confirmation of this in the student's PAD. Educational placement audits confirm that appropriate practice assessors are available within the placement area.

PLPs confirm there's a development programme to identify and prepare SCPHN practice assessors. UoG provides guidance documentation to support practice



assessors and deliver an annual practice assessor development day which includes an overview of the assessment process and the provision of feedback to 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 the programme team tell us there's a process in place to evidence decision making where, in exceptional circumstances, the same person is required to fulfil the role of practice assessor and practice supervisor. The process includes initial identification of the issue with the academic assessor. There's an exploration of options to review whether there are exceptional circumstances or this scenario can be avoided. If exceptional circumstances are identified, the same person fulfilling the role of practice supervisor and practice assessor is agreed on a short-term basis, for example, in the case of temporary absence or sickness of the practice supervisor. An action plan is developed and monitored to evidence the decision, ensuring that the student is supported and the exceptional circumstance is resolved within an agreed time frame.

**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)  
**YES**  **NO**  **N/A**
- SCPHN public health nurse (R4.7.2)  
**YES**  **NO**  **N/A**

A public health nurse route isn't offered.

- 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  
**N/A**

An SPQ programme isn't proposed.

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

N/A

An SPQ programme isn'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)

YES  NO  N/A

- SCPHN public health nurse practice (R4.9.2)

YES  NO  N/A

A public health nurse route isn't offered.

- 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

N/A

An SPQ programme isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

YES  NO

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

YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
<b>Outcome</b>	
<b>Is the standard met?</b>	<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
<b>Date:</b> 10 May 2023	
<b>Post event review</b>	
<b>Identify how the condition(s) is met:</b>	
N/A	
<b>Date condition(s) met:</b>	
N/A	
<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>
N/A	

**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)  
YES  NO  N/A
- 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)  
N/A

An SPQ programme isn't proposed.

- 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

V300 isn't included in the programme.

- 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

V300 isn't included in the programme.

**Fall Back Award**

If there is a fall back exit award with registration as a SCPHN all NMC standards and proficiencies are met within the award

YES  NO  N/A

There's no fall back award with NMC registration as a SCPHN HV or SN.

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: 10 May 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 specialist community public health nurses</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 SCPHN responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: University information is included in the student programme handbook. There's no SCPHN apprenticeship route proposed.		
List additional documentation: None identified.		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Two student SN 2022/23 Three student HV 2022/23 One graduate SN 2020/21 Two graduate HV 2020/21		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no SCPHN apprenticeship route proposed.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Educational audit tools/documentation	<input 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: Barts Health NHS Trust Care Quality Commission (CQC) inspection report, 12 February 2019 Guy's and St Thomas' NHS Foundation Trust CQC inspection report, 23 July 2019 Maudsley Hospital CQC inspection report, 18 March 2022 Medway NHS Foundation Trust CQC inspection report, 30 July 2021 Royal Cornwall Hospital CQC inspection report, 26 February 2020 South London and Maudsley NHS Trust CQC inspection report, 20 August 2021 Barts Health NHS Trust: The Royal London Hospital CQC inspection report, 15 November 2022		
If you stated no above, please provide the reason and mitigation: UoG is an AEI and established provider of SCPHN programmes. There's no requirement to view resources.		
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):	Patricia Hibberd Kuldeep Singh	Date:	16 May 2023
Checked by:	Pamela Page	Date:	5 June 2023
Submitted by:	Amy Young	Date:	8 August 2023
Approved by:	Leeann Greer	Date:	10 August 2023