

Programme approval report

Section one

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

	<p>Community nurse specialist practice (NMC 2022) apprenticeship:</p> <p>Community children’s nursing apprenticeship <input type="checkbox"/></p> <p>Community children’s nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Community learning disabilities nursing apprenticeship <input type="checkbox"/></p> <p>Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Community mental health nursing apprenticeship <input type="checkbox"/></p> <p>Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>District nursing apprenticeship <input type="checkbox"/></p> <p>District nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>General practice nursing apprenticeship <input type="checkbox"/></p> <p>General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Health and social care nursing apprenticeship <input type="checkbox"/></p> <p>Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p>
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<p>Title of programme(s):</p>	<p>PG Dip Public Health and Specialist Community Nursing (Community Children's Nursing)</p> <p>PG Dip Public Health and Specialist Community Nursing (Community Children's Nursing) with integrated Independent and Supplementary Prescribing (V300)</p> <p>PG Dip Public Health and Specialist Community Nursing (District Nursing)</p> <p>PG Dip Public Health and Specialist Community Nursing (District Nursing) with integrated Independent and Supplementary Prescribing (V300)</p> <p>PG Dip Public Health and Specialist Community Nursing (Community Nursing in Health and Social Care)</p> <p>PG Dip Public Health and Specialist Community Nursing (Community Nursing in Health and Social Care) with integrated Independent and Supplementary Prescribing (V300)</p> <p>PG Dip Public Health and Specialist Community Nursing (General Practice Nursing)</p> <p>PG Dip Public Health and Specialist Community Nursing (General Practice Nursing) with integrated Independent and Supplementary Prescribing (V300)</p>
<p>Academic levels:</p>	
<p>SPQ Community children's nursing</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>

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

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

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

	<input type="checkbox"/> Level 11
Date of approval visit:	19 March 2024
Programme start date:	
SPQ Community children's nursing	9 September 2024
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	9 September 2024
SPQ Community learning disabilities nursing	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community mental health nursing	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	
SPQ District nursing	9 September 2024
SPQ District nursing with integrated independent and supplementary prescribing (V300)	9 September 2024
SPQ General practice nursing	9 September 2024
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	9 September 2024
SPQ Health and social care nursing	9 September 2024
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	9 September 2024
SPQ Community children's nursing apprenticeship	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community learning disabilities nursing apprenticeship	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community mental health nursing apprenticeship	

SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ District nursing apprenticeship	
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ General practice nursing apprenticeship	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Health and social care nursing apprenticeship	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Sarah Beresford Lay Visitor: Philip Stephenson

Section two

Summary of review and findings

City University of London (CUL) is a Nursing and Midwifery Council (NMC) approved education institution (AEI) and an established provider of pre-registration and post-registration programmes including nursing, midwifery and community nursing specialist practice qualifications (SPQ).

The school of health and psychological sciences (the school) present documentation for approval of a full-time (one year) and part-time (two year) postgraduate diploma (PgDip) SPQ programme. There are four proposed routes with the option for inclusion of the independent and supplementary prescribing (V300) award in each. The routes proposed are in district nursing, community children's nursing, health and social care nursing and general practice nursing. The V300 programme is already approved by the NMC for delivery.

The proposed programme is developed to meet the new Standards of proficiency for community nursing SPQs (SPCNSPQ) (NMC, 2022) and the Standards for prescribing programmes (SPP) (NMC 2018, updated 2023). The programme award is a PgDip. Successful completion confers eligibility for the NMC register to be annotated.

The programme is delivered at CUL Northampton Square campus.

CUL will use the Association of District Nurse and Community Nurse Educators (ADNE) SPQ Pan practice assessment document (PAD). This was developed by the representative members of the ADNE charity and adapted from the SCPHN e-PAD funded by Health Education England (London region) and developed by the pan London project group of universities in collaboration with colleagues from other universities across England.

Documentation and the approval visit confirm a commitment for effective partnership working with all partners and stakeholders. The programme is co-produced in consultation with current and former SPQ students, practice learning partners (PLPs), practice supervisors and practice assessors and people who use services and carers (PUSCs). To ensure the content enables students to develop the knowledge, skills and values required to enable them to meet the SPCNSPQ, partnership with PUSCs needs strengthening, to include recruitment and preparation of PUSCs for their role as partners for the programme.

Documentation and the approval visit confirm that stakeholder feedback is valued and helps ensure the modules provide a balance of theory and practice learning opportunities.

Documentation and the approval visit provide evidence of the engagement of sufficient practice supervisors and practice assessors with the programme. There's sufficient evidence of preparation of practice supervisors and practice assessors for their roles in supporting SPQ student learning and assessment and confidence in the use of the ADNE PAD.

The programme offers blended learning on campus and online whilst also learning in specialist clinical practice placements. The programme offers a range of teaching and learning combining formal lectures, seminars, group projects, simulated practice, negotiated learning, online learning, self-directed and practice-based activities. Similarly, a range of assessment types are offered to allow students to evaluate and apply theory to their specialist fields of practice. Hybrid learning is also available for students who may not be able to attend the campus on a regular basis due to extenuating circumstances for example geographical location or caring commitments. The hybrid learning approach is developed to enhance and encourage diversity, accessibility and inclusion of all students of the programme.

CUL are aware of the demographic population of students entering their SPQ programme which include a number from diverse backgrounds where English may not be their first language and many having significant caring responsibilities for either young children or older relatives. Documentation states that attainment gaps are monitored at school level with differential attainment monitored at individual programme level. Where attainment gaps are high analysis is undertaken to assess factors which may lead to the gap. A range of online continuing professional development (CPD) modules are available for students to practice and develop their skills for learning at level seven. Documentation and the approval visit confirm that students undertake equality, diversity and inclusion (EDI) sessions in their induction and within some of the modules to ensure the needs and diversity of the local communities are fully considered. PLPs confirm that the support they offer to students takes account of individual student needs, experiences, backgrounds, and patterns of study to enable them to progress on the programme and achieve the required learning outcomes.

There's no fall-back exit award for the SPQ that leads to annotation with the NMC as a specialist practitioner.

The approval visit is undertaken face-to-face.

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

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

The programme is recommended to the NMC for approval subject to four NMC and university joint conditions, one NMC legacy condition and one joint NMC and university recommendation.

Update 1 May 2024:

Evidence is provided to meet the NMC conditions. The SFNME is met at programme level.

CUL confirms that the university conditions are met.

The programme is recommended for NMC approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<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>
Conditions:	<p>Effective partnership working collaboration, culture, communication and resources:</p> <p>Condition one: Provide an implementation plan detailing a sustained partnership to ensure PUSCs are involved in the ongoing programme design, recruitment and selection, delivery and evaluation processes. (SFNME R1.12, R2.7, R5.14; Standards for post-registration programmes ((SPRP) (NMC 2022, updated 2023)) R2.1.2) (NMC and university condition)</p> <p>Selection, admission and progression:</p> <p>Condition two: Provide clear programme documentation that demonstrates the opportunities, arrangements and governance structure in place to support self-employed or self-funded applicants. (SPRP R1.4, R3.1) (NMC and university condition)</p>

	<p>Practice learning:</p> <p>Condition three: Provide an accurate list of the PLPs working in partnership with the proposed SPQ programme together with signed placement agreements. (SFNME R2.13, R2.14; SPRP R1.5, R2.1.2) (NMC and university condition)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition four: Ensure that all documentation accurately details that the award of PgDip confers eligibility to annotate the SPQ award. (SFNME R3.2, R3.10; SPRP R2.1.2) (NMC and university condition)</p> <p>Condition five: Provide confirmation that the core ADNE SPQ PAD is recommended for approval to the NMC. (SFNME R2.1; SPRP R2.1.2)</p>
<p>Date condition(s) to be met:</p>	<p>26 April 2024</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider providing student facing programme specific documentation (practice handbook and programme handbook) for the proposed SPQ programme. (SFNME R3.2; SPRP R2.1)</p>
<p>Focused areas for future monitoring:</p>	<p>Sufficient practice assessors and practice supervisors for V300 to contextualise the scope of prescribing practice to SPQ.</p> <p>Student experience of programme and placement documentation.</p> <p>Monitoring ongoing full engagement with PUSCs, with sustained involvement in and support for PUSCs.</p> <p>Monitoring of the engagement of the prescribing chain in the support of the V300 element of the SPQ health and social care route.</p>

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>Documentary evidence details the actions identified to ensure that there is an ongoing implementation plan to ensure the involvement of PUSC. This will be reviewed and monitored through a PUSC involvement implementation action plan. The action plan will be updated termly at programme advisory boards. There will be additional PUSC involvement in the elective modules and PUSC representatives are required to attend all future programme advisory board meetings. Condition one is met.</p> <p>Documentary evidence proves that previous SPQ student self-funding flow charts have been updated to include further detail that illustrates the opportunities, arrangements and governance structure to support self-employed or self-funded applicants. Condition two is met.</p> <p>Documentary evidence shows samples of signed placement agreements and an accurate list of the PLPs working in partnership with CUL has been provided. Condition three is met.</p> <p>Documentary evidence shows that the programme specification has been updated to confirm that it is the PgDip component of the programme that confers the NMC annotation of the NMC register. Condition four is met.</p> <p>Documentary evidence confirms that the core ADNE SPQ PAD is recommended for approval by the NMC. Condition five is met.</p> <p>The AEI confirms that the conditions are met.</p>	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	Amendments to AEI programme titles. Clarification of transfer of existing students.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	1 May 2024

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points:</p> <p><u>Standards for post-registration education programmes</u> (NMC 2022, updated 2023)</p> <p><u>Standards of proficiency for community nursing specialist practice qualifications</u> (NMC, 2022)</p> <p><u>Standards framework for nursing and midwifery education</u> (NMC 2018, updated 2023)</p> <p><u>Standards for student supervision and assessment</u> (NMC 2018, updated 2023)</p> <p><u>The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</u> (NMC, 2015 updated 2018)</p> <p><u>Quality assurance framework for nursing, midwifery and nursing associate education</u> (NMC, 2020)</p> <p><u>QA Handbook</u> (NMC, 2022)</p>

Partnerships
<p>The AEI works in partnership with their practice learning partners, people who use services, students, and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p><u>Standards framework for nursing and midwifery education</u> (NMC 2018, updated 2023)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated, and co-produced with people who use services and other stakeholders.</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working.</p> <p>Standard 2: Educational governance and quality:</p> <p>S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students, and all other stakeholders.</p> <p>R2.4 comply with NMC <u>Standards for student supervision and assessment</u></p> <p>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.</p>

- R2.6 ensure that recruitment and selection of students is open, fair, and transparent and includes measures to understand and address underrepresentation.
- R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection.

Standard 3: Student empowerment:

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

Standard 4: Educators and assessors:

- R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment.
- R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision, and assessment.
- R4.10 share effective practice and learn from others.

Standard 5: Curricula and assessment:

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

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

Standard 1: Organisation of practice learning:

- R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments.
- R1.7 students are empowered to be proactive and to take responsibility for their learning.

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

CUL has a group to oversee programme development, seek stakeholder feedback and consult a broad range of stakeholders. There's a practice advisory board for the management of placement provision and a practice education committee with oversight of practice education in terms of quality and process.

CUL has arranged a series of meetings with PLPs to share their rationale for the proposed programme and seek views on how this meets the needs of the local services and the diverse community. Senior PLP staffs tell us at the approval visit they're confident that they've enough practice supervisors and practice assessors (including those for V300) to support CUL students and teams often swap with each other to provide sufficient numbers of practice assessors and practice

supervisors. They welcome the changes to the programme including more simulation opportunities and the greater range of field specific modules. Practice staffs tell us at the approval visit they've strong links with CUL and that CUL enjoy collaborating with their staff through a range of meetings and training events. They tell us they understand what the programme looks like and the needs of the students.

Documentation includes clear processes and a variety of forms to gather information about numbers of suitably qualified practice supervisors and practice assessors from the PLPs. A number of new and existing PLPs have also been involved in the co-production and support of the programme. CUL need to ensure an accurate list of the PLPs, working in partnership with the programme together with signed placement agreements, is provided and maintained. (Condition three)

The value of PUSC engagement and involvement is evident in the documentation and there's a clear intent to involve them further. The programme team did seek feedback from a very small number of PUSCs on the new programme. The feedback they receive is helpful and positive, reinforcing the importance of their lived experience and how this should be part of the programme. CUL also use this consultation to explore further options to recruit more PUSCs. The school is developing a new lived and living experience community of practice (LLECP) group to advise, promote and build awareness of how the lived experiences of health and social care can inform and become embedded into the programme and recruitment. PUSCs tell us, at the approval visit, they'd like to be more involved in the recruitment and teaching of students, as they believe their lived experience, both negative and positive, is a valuable learning opportunity. All PUSCs we speak with at the approval visit tell us they believe their rich experience can provide a valuable learning opportunity and are keen to be involved, especially one PUSC who had a previous negative experience with district nurses. There's currently no clear implementation plan for how PUSCs will form a sustainable partnership to support the programme more effectively through their involvement in recruitment and programme design and delivery. (Condition one)

Documentary evidence and feedback from PLPs and students at the approval visit confirm their involvement in developing the new programme. Documentation and the approval visit confirm there's been consultation with current and former students seeking their advice on programme changes and suggestions for future modules. This includes more emphasis on mental health, greater variety in assessment options, the V300 qualification option being readily available and more PUSC involvement. There's a staff student liaison committee which meets to consider any feedback or evaluation issues. Students tell us that feedback is listened to and acted on as quickly and rigorously as possible. Students also tell us of effective support and individualised learning plans, including reasonable adjustments being made when they've struggled or been assessed as dyslexic or neuro divergent. Students at the approval visit tell us they feel nurtured and encouraged to progress and achieve learning outcomes. They describe the programme team as being extremely responsive to their individual needs and

extremely kind. Through their personal tutors they're signposted to a wide range of university support including support with academic writing, information technology, finance and support with mental health and wellbeing.

Discussions with the senior programme team at the approval visit confirms how adverse Care Quality Commission (CQC) inspection outcomes are managed. The programme team and senior programme team confirm partnership working with PLPs to assure quality of practice placement learning. If adverse CQC inspection outcomes are received by any PLP, discussions during the visit confirms that the programme team regularly consult with staff and management at the PLP organisation, carry out educational audits and complete exceptional reporting to the NMC. The senior programme team report a transparent, positive relationship with PLPs and student experience is always prioritised. The programme team report a regular rolling educational audit process to appraise the quality of placements and ensure that students are always supported according to the SSSA.

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

MET **NOT MET**

There's limited documentary evidence of PUSC involvement in the development of the programme and recruitment of students. Their engagement with the programme team is very recent and they've not received preparation to play a role in the programme. There's some evidence of PUSC involvement in programme recruitment, but PUSCs tell us that they'd value much more involvement in all aspects of the programme design, development, recruitment, teaching and assessment. The limited documentation and triangulated evidence at the approval visit don't provide assurance of a sustained partnership of PUSC involvement in the design, delivery, student recruitment, teaching, assessment and evaluation across the programme and the academic modules. There's significant appetite for greater PUSC involvement by the PUSC members we discuss this with at the visit. (Condition one)

Condition one: Provide an implementation plan detailing a sustained partnership to ensure how PUSCs are involved in the ongoing programme design, recruitment and selection, delivery and evaluation processes. (SFNME R1.12, R2.7; R5.14; SPRP R2.1.2) (NMC and university condition)

CUL are unable to provide us with signed practice agreements for PLPs and the list of PLPs in gateway one associated with the programme needs to be updated and accurate.

Condition three: Provide an accurate list of the PLPs working in partnership with the proposed SPQ programme together with signed placement agreements. (SFNME R2.13, R2.14; SPRP R2.1.2) (NMC and university condition)

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

MET NOT MET

Post Event Review

Identify how the condition is met:

Condition one: CUL have provided an implementation plan detailing a sustained partnership to ensure PUSCs will be involved in the ongoing programme design, recruitment and selection, delivery and evaluation processes. Condition one is now met.

Evidence:

CUL PUSC action plan, 19 April 2024

Condition three: CUL have provided an accurate list of the PLPs working in partnership with the proposed SPQ programme together with signed placement agreements. Condition three is now met.

Evidence:

Gateway one list of PLPs, accessed via QA Link, undated

Excel document with City UoL PLPs for SPQ, undated

Barts Health NHS Trust signed standard placement agreement, 17 April 2024

Central London Community Healthcare NHS Trust signed standard placement agreement, 9 April 2024

Central and Northwest London Foundation Trust signed standard placement agreement, 15 April 2024

Date condition(s) met: 1 May 2024

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

Independent/Supplementary Prescriber (V300)

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

Optional Compulsory N/A

Please indicate whether the V300 is to be approved at this event against the [Standards for prescribing programmes](#) and [Standards of proficiency for nurse](#)

and midwife prescriber (adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2021)

YES NO

OR

If V300 is approved against Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber provide the date it was approved:

11 September 2020

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

R1.6 consider recognition of prior learning that is capable of being mapped to the:
R1.6.1 programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice.

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

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

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

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

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

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

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

N/A

A SCPHN programme isn't proposed.

- Evidence of processes to ensure that the applicant is a NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC

approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry (R1.1.2)

YES NO N/A

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

YES NO

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

R1.4 is not met. Although there's a flowchart indicating a process there's no programme documentation that demonstrates the opportunities, arrangements and governance structures in place to support self-employed or self-funded applicants. (Condition two)

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 and discussion at the approval visit with the programme team demonstrate that clear processes are in place to ensure that the applicant holds the required nurse registration and is capable of safe and effective practice at the appropriate level of proficiency before being considered eligible to apply.

Documentary evidence confirm that processes are in place to confirm that each applicant selected to undertake the SPQ programme holds a bachelor's degree or has been through the process of recognition of prior learning (RPL) to enable them to study at the required academic level for the programme.

Documentation confirms SPQ practice areas are required to complete an educational placement audit to ensure the suitability of the learning environment using the pan-London learning environment audit form. Audit forms are also shared with other AELs, which also provides information on maximum student capacity and confirms that SPQ practice supervisors and practice assessors are prepared, supported and have experience for the student's field of practice. PLPs employ dedicated practice education leads (PELs) or practice education facilitators (PEFs) who coordinate and support the allocation and learning of students in SPQ placement areas. CUL work closely with the PELs and PEFs to support this process. Practice staffs tell us at the approval visit they've a good working relationship with CUL and regularly see CUL staff in practice placements as well as in meetings and training.

Practice advisory board meetings are held termly to provide an opportunity for discussion about SPQ student experience, progression, recruitment and programme development. This is also a forum where feedback from student representatives and placement evaluations are reviewed and discussed. The practice education committee also meet regularly to establish oversight of practice education across all programmes in terms of quality and process. Students tell us at the approval visit that protected learning time is encouraged and that, despite the challenges of the programme, they feel very well supported by PLPs and CUL.

Documentation states that the PLPs need to sign a form for all SPQ students to confirm they support the application plus the arrangements to enable students access to protected learning time with a suitably qualified practice assessor and practice supervisor. Documentation and the approval visit confirm strong relationships with existing PLPs and CUL, but new partners and signed placement agreements need to be updated and reviewed. There's some conflicting documentary evidence regarding the accuracy of the PLPs currently working in partnership with the proposed SPQ and CUL and an absence of any signed placement agreements. (Condition three)

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

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

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

YES NO N/A

Proposed transfer of current students to the programme under review

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

Documentary evidence indicates that current students who've deferred module attempts will complete the module they're registered on. At the visit the programme team confirm that all current students will complete the existing programme and won't transfer onto the new programme.

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

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

CUL already have the SSSA in place for all students, therefore transfer isn't required.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met
YES NO

Documentation and the approval visit confirm strong relationships with existing PLPs and CUL, however new PLPs require signed placement agreements to be in place. There's also some conflicting documentary evidence regarding the accuracy of the PLPs currently working in partnership with the proposed SPQ and CUL and an absence of any signed placement agreements. (Condition three)

Outcome

Is the standard met? MET NOT MET

There's no programme documentation that demonstrates the opportunities, arrangement and governance structures in place to support self-employed or self-funded applicants.

Condition two: Provide clear programme documentation that demonstrates the opportunities, arrangements and governance structure in place to support self-employed or self-funded applicants. (SPRP R1.4, R3.1) (NMC and university condition)

Documentation and the approval visit confirm strong relationships with existing PLPs and CUL, however new PLPs require signed placement agreements to be in place. There's also some conflicting documentary evidence regarding the accuracy of the PLPs currently working in partnership with the proposed SPQ and CUL and an absence of any signed placement agreements.

Condition three: Provide an accurate list of the PLPs working in partnership with the proposed SPQ programme together with signed placement agreements. (SFNME R2.13, R2.14; SPRP R1.5, R2.1.2) (NMC and university condition)

Date: 19 March 2024

Post event review

Identify how the condition(s) is met:

Condition two: CUL have provided clear programme documentation that demonstrates the opportunities, arrangements and governance structure in place to support self-employed and self-funded applicants. Condition two is now met.

Evidence:

PGDip public health and specialist community nursing (SCPHN/SPQ)

recruitment and onboarding process flowchart and additional information for self-employed or self-funding students, undated
School of health and psychological sciences (SHPS) Disclosure and Barring service (DBS) enhanced check, 8 June 2023
SHPS occupational health (OH) - A guide to immunisation, screening and health clearance, June 2023
Public health and specialist community nursing (SCPHN/SPQ) programme supplementary application form, undated

Condition three: CUL have provided an accurate list of the PLPs working in partnership with the proposed SPQ programme together with signed placement agreements. Condition three is now met.

Evidence:

Gateway one list of PLPs, accessed via QA Link, undated
Excel document with CUL PLPs for SPQ, undated
Barts Health NHS Trust signed standard placement agreement, 17 April 2024.
Central London Community Healthcare NHS Trust signed standard placement agreement, 9 April 2024
Central and Northwest London Foundation Trust signed standard placement agreement, 15 April 2024

Date condition(s) met: 1 May 2024

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 that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies.
- R2.9 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment.
- R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and
- R2.11 ensure programmes are:

R2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award.

R2.11.2 no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes.

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

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

Findings against the standard and requirements

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

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

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

A SCPHN programme isn't proposed.

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

YES NO N/A

R2.1.2 is not met. There's insufficient documentary evidence of PUSC involvement in the development of the programme and PUSCs are unable to confirm their involvement in the co-production, apart from relatively recent involvement. Documentary evidence shows the development of the LLEPC is in its infancy. Further assurance is required. (Condition one)

Student experience may be enhanced by further student facing documentation to support timely and accurate programme information. (Recommendation one)

CUL are unable to provide us with signed practice agreements for PLPs and the list of PLPs associated with the programme needs to be updated and accurate. (Condition three)

There's some disparity in the documentation as to when a student is eligible for award and annotation of the NMC register. (Condition four)

There's a legacy condition with respect to the core ADNE SPQ PAD which is pending approval. (Condition five)

- 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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

- standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice (R2.5.3)

YES NO N/A

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

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

MET NOT MET

R2.6.3 is met. Documentation shows how the proposed programme is aligned with the SPCNSPQ and tailored to the intended fields of community nursing practice. The PADs are mapped to the SPCNSPQ. Documentation states the core modules are designed to meet the SPCNSPQ associated with the seven platforms identified by the programme team. Discussions at the approval visit confirm CUL work in partnership with PLPs and the student to identify which of the available elective modules to select, including the opportunity to undertake the V300 if appropriate.

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

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

N/A

A SCPHN programme isn't proposed.

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

MET NOT MET

R2.7.2 is met. Documentary evidence and discussion at the approval visit show the core modules are designed to ensure that students are able to meet the SPCNSPQ and provide the content necessary to meet the requirements of the intended fields of SPQ. Students have the opportunity for shared inter professional learning opportunities with the Specialist community public health nursing (SCPHN) health visiting and school nursing students. In addition, through the elective modules (including V300) students have a further range of opportunities to share learning with health and social care professionals from other specialities and disciplines, such as paramedic and allied health professional colleagues.

Discussions at the approval visit confirm the programme teamwork in partnership with PLPs and the student to identify which of the available elective modules to select, including the opportunity to undertake the V300 if appropriate.

CUL is currently working closely with PLPs to identify and recruit additional PUSCs who'll contribute to the delivery of the module content to develop a deeper understanding of their lived experience.

Documentation states the PAD enables students to appraise specialist knowledge and skills, research and literature to help them to develop their practice for future qualification and demonstrate proficiency in the required standards and in their specified field.

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

MET **NOT MET**

R2.8 is met. Documentation and discussion at the approval visit shows that the programme timetable aims to support the integration of theory into practice by allowing students to balance a combination of specialist clinical practice, university based and self-directed study days. There's a final period of practice where students have the opportunities to practise their specialist practice skills within a protected learning environment supported by their practice supervisor and practice assessor. Students confirm at the approval visit that the teaching and learning methodology builds confidence to ensure that they're well prepared for assessments.

The programme offers a range of teaching and learning combining formal lectures, seminars, group projects, simulated practice, negotiated learning, online learning, self-directed and practice-based activities. Similarly, a range of assessment types are offered to allow students to evaluate and apply theory to their specialist fields of practice.

Documentation and the approval visit confirm that the modules are co-produced with students, PLPs and to a lesser extent PUSCs and aim to provide a suitable balance of theory and practice learning opportunities. Documentation indicates that SPQ students also have the opportunity to participate in a number of alternative learning experiences as agreed with their practice assessor and practice supervisor. The students can acquire the complementary knowledge and skills, for example by working with interprofessional teams.

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

MET **NOT MET**

R2.9 is met. Documentation and discussions at the approval visit show that technology and simulation opportunities are used effectively and proportionately. Students tell us they feel well prepared for practice placement. In the SPQ programme there's specific occasions where simulation is used to complement learning. For instance, in one module 12 hours are dedicated to simulation allowing students to develop and practise their physical assessment skills utilising the clinical skills laboratory in preparation for their objective structured clinical examination (OSCE) assessment. Simulation is attributed to theory hours. Documentation and discussion at the approval visit confirms there's a balance of theory and practice across the taught weeks of the programme.

Most students choose to attend the majority of sessions face-to-face but an online option is also offered. CUL offer hybrid teaching for those students who may not be able to attend in person due to caring or other commitments and offers the facility to record lectures in all classrooms when appropriate. The programme team tell us most students prefer to attend campus to gain the much-valued interaction with the programme team and peers. The virtual learning environment offers a wide range of resources and materials useful to the students. Documentation also mentions that students, in partnership with their practice supervisors and practice assessors could use simulated learning to enhance knowledge and enable students to meet the SPCNSPQ where live opportunities are unlikely to arise in specialist settings.

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

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)
YES NO N/A

The programme is delivered in England in English.

- 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

There's insufficient documentary evidence of PUSC involvement in the development of the programme and PUSCs are unable to confirm their involvement in the co-production, apart from relatively recent involvement. Documentary evidence shows the development of the LLEPC is in its infancy. Further assurance is required. (Condition one)

CUL are unable to provide us with signed practice agreements for PLPs and the list of PLPs associated with the programme needs to be updated and accurate. (Condition three)

There's some disparity in the documentation as to when a student is eligible for award and annotation of the NMC register. (Condition four)

There's a legacy condition with respect to the core ADNE SPQ PAD which is pending approval. (Condition five)

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

YES NO

Outcome

Is the standard met?

MET

NOT MET

There's insufficient documentary evidence of PUSC involvement in the development of the programme and PUSCs are unable to confirm their involvement in the co-production, apart from relatively recent involvement. Documentary evidence shows the development of the lived and living experience community of practice is in its infancy. Further assurance is required.

Condition one: Provide an implementation plan detailing a sustained partnership to ensure PUSCs are involved in the ongoing programme design, recruitment and selection, delivery and evaluation processes. (SFNME R1.12, R2.7, R5.14; SPRP R2.1.2) (NMC and university condition)

CUL are unable to provide us with signed practice agreements for PLPs and the list of PLPs associated with the programme needs to be updated and accurate.

Condition three: Provide an accurate list of the PLPs working in partnership with the proposed SPQ programme together with signed placement agreements. (SFNME R2.13, R2.14; SPRP R1.5, R2.1.2) (NMC and university condition)

There's some disparity in the documentation as to when a student is eligible for award and annotation of the NMC register.

Condition four: Ensure that all documentation accurately details that the award of PgDip confers NMC annotation of the SPQ award (SFNME R3.2, 3.10; SPRP R2.1.2) (NMC and university condition)

There's a legacy condition with respect to the core ADNE SPQ PAD which is pending approval.

Condition five: Provide confirmation that the core ADNE SPQ PAD is recommended for approval to the NMC. (SFNME R2.1; SPRP R2.1.2).

Date: 19 March 2024

Post event review

Identify how the condition(s) is met:

Condition one: CUL have provided an implementation plan detailing a sustained partnership to ensure how PUSC will be involved in the ongoing programme design, recruitment and selection, delivery and evaluation processes. Condition one is now met:

Evidence:

PUSC action plan, 19 April 2024

Condition three: CUL have produced an accurate list of the PLPs working in partnership with the proposed SPQ programme together with signed placement agreements. Condition three is now met:

Evidence:

Barts Health NHS Trust signed standard placement agreement, 17 April 2024
Central London Community Healthcare NHS Trust signed standard placement agreement, 9 April 2024
Central and Northwest London Foundation Trust signed standard placement agreement, 15 April 2024
PLP list on Gateway one (QA Link) and Excel sheet, undated

Condition four: CUL have ensured that all documentation accurately details that the award of PG Dip confers NMC registration at part three of the register. Condition four is now met.

Evidence:

SHPS programme handbook 2024 – 2025, April 2024
CUL Public health and specialist community nursing (SCPHN/SPQ) programme specification, undated

Condition five: CUL have provided confirmation that the core ADNE SPQ PAD has been confirmed as approved by the NMC by Oxford Brookes University. The updated PAD template version has been adopted for use by the City UoL SPQ programme. Condition five is now met.

Evidence:

Working draft ADNE SPQ PAN PAD final 23.24 version, undated

Date condition(s) met: 1 May 2024

Revised outcome after condition(s) met:

MET

NOT MET

Standard 3: Practice learning

Approved education institutions must:

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

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

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

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

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

MET NOT MET

R3.1 is not met. The PLP audit form provides information on maximum student capacity in the placement and confirms that SPQ practice supervisors and practice assessors are prepared, supported and have experience for the student's field of practice. The audit form also details the range of experiences available.

Coordination of practice learning is managed between CUL and PLPs. PELs and PEFs coordinate the allocation and learning of all students and work with CUL staff to support this process.

Documentation provided includes a flowchart of application for self-employed/self-funded applicants which includes the specific conditions that need to be met. If all conditions are met, the university's existing practice learning quality assurance processes then apply to self-funded or self-employed students once they've been accepted onto the programme. Senior practice staffs tell us at the approval visit they'll be open to support self-employed and self-funded students as they're keen to train and grow their own community workforce and provide placements for all applicants. This detailed information needs to be clearly articulated in programme documentation. (Condition two)

- 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. Documentation and discussion at the approval visit confirm that a strong relationship and partnership approach exists between CUL, PLPs and students. Students tell us of excellent relationships with the programme team and they see the clear benefits of effective partnership between CUL and PLPs. Students and PLPs tell us at the approval visit about the pre-placement meetings where expectations are clearly outlined and the ongoing tripartite meetings between PLPs, students and CUL. PELs and PEFs identify and allocate an appropriately qualified practice supervisor and practice assessor who complies with the SSSA.

Documentation also includes the student learning agreement which outlines the responsibilities of the SPQ student during the programme. Students tell us they receive good support in practice and are confident to raise and escalate concerns where necessary following the CUL policy.

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

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

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

N/A

A SCPHN programme isn't proposed.

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

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

R3.3.3 is met. Documentation states that all SPQ practice placement areas are required to complete an educational placement audit to ensure the suitability of the learning environment. The audit form provides information on maximum student capacity in the placement. The audit form also details the range of learning experiences available for SPQ students through the placement area.

Through the PAD, students undertake a self-assessment when they begin placement to inform the development of their learning agreement. Regular meetings with their practice supervisor and practice assessor provide opportunities for the students to identify the current strengths, challenges and barriers which may affect practice. Students tell us at the approval visit of the safety huddles when on shift, whereby they're asked if they're okay or if they need to raise anything regarding their experience of practice that may concern them. As a result, students tell us they're confident to raise concerns if necessary and know who to approach for example, freedom to speak up guardians.

Students tell us at the approval visit they receive excellent feedback from formative and summative assessments which provide opportunities for them reflect upon their needs, progress and achievement. Students state they feel well supported by personal tutors in terms of academic development and assignment tutorials are

very helpful and tailored to individual student needs. They tell us they like the way assessment briefs are clearly articulated and broken down into percentages to make clear the focus of the task. Opportunities to develop skills and experience in practice are reviewed with the practice assessor and practice supervisor. Additionally, the academic assessor also meets with the student, practice supervisor and practice assessor for termly meetings where ongoing progress and achievement are reviewed and documented in the PAD.

Where concerns are raised or students require additional support the student, practice supervisor, practice assessor and academic assessor meet to discuss and agree an action plan to ensure that the student meets the specified learning objectives during an identified time period. Students tell us CUL and their PLPs are understanding particularly when reasonable adjustments are needed, citing various experiences of where individualised support was given, following surgery, extended sickness and newly diagnosed neuro diverse needs.

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

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

R3.3.4 is met. The health and social care nursing route is designed in a similar way to the other fields. Students have a primary practice learning environment in their chosen field and have opportunities to gain further practice experience through bespoke and alternative practice placements. These experiences are documented in the PAD. The programme team tell us that pharmacists from a well-known chain of Chemists are to be involved in the supervision and assessment of V300 component for SPQ health and social care students working in care homes. In addition, one of the PLPs is creating a joint professor post with CUL for community practice.

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. Students tell us that if they do require reasonable adjustments, they're signposted through their personal tutor. This could be to CUL's health and wellbeing team or the student disability and neurodiversity service who offer confidential assessment, advice and support for students who experience barriers to learning. The students confirm there's teamwork in partnership with the student and the programme team in the development of a learning support plan identifying where reasonable adjustments are required to ensure that the student's needs are met. One student tells us of their recent diagnosis of neuro-divergence and how effectively they've been supported both in practice and by CUL.

Students are required to declare in the PAD in the first two weeks of the placement that they've had the opportunity to discuss whether reasonable adjustments are required with their placement provider.

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

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

A SCPHN programme isn't proposed.

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

R3.6.2 is met. The PAD is designed to support students, practice supervisors and practice assessors to identify learning opportunities that are tailored to the student's stage of learning. To support this process students are required to complete an initial self-assessment at the beginning of their placement. This is to inform the development of their learning agreement taking account of strengths, challenges, opportunities and barriers which may impact their practice learning. The student also meets regularly with the practice assessor, practice supervisor and academic assessor through tripartite meetings to review progress and identify any additional tailored support that may be required. An action plan is used to show additional support if appropriate.

Student placement culminates in a final period of continuous practice learning where students are required to demonstrate their skills and proficiencies and their evidence-based practice is safe and effective and meets the SPCNSPQ for their intended field.

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

There's no programme documentation that demonstrates the opportunities, arrangements and governance structures in place to support self-employed or self-funded applicants.

Condition two: Provide clear programme documentation that demonstrates the opportunities, arrangements and governance structure in place to support self-employed or self-funded applicants. (SPRP R1.4, R3.1) (NMC and university condition)

Date: 19 March 2024

Post event review

Identify how the condition(s) is met:

The City UoL have provided evidence that all programme documentation demonstrates the opportunities, arrangements and governance structures in place to support self-employed and self-funded applicants. Condition two is now met.

Evidence:

PGDip Public Health and Specialist Community Nursing (SCPHN/SPQ) recruitment and onboarding process flowchart and additional information for self-employed or self-funding students, undated
SHPS DBS guidance, October 2023
SHPS OH guidance, June 2023
Public health and specialist community nursing (SCPHN/SPQ) programme supplementary application form, undated

Date condition(s) met: 1 May 2024

Revised outcome after condition(s) met:

MET NOT MET

Standard 4: Supervision and assessment

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

- R4.1 ensure student support, supervision, learning and assessment complies with the NMC *Standards framework for nursing and midwifery education*.
- R4.2 liaise, collaborate, and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment.
- R4.3 ensure practice supervision; the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment*
- R4.4 ensure practice supervisors:
- R4.4.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals or
- R4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students.
- R4.5 ensure practice and academic assessors:
- R4.5.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ or
- R4.5.2 can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ.
- R4.6 ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking.
- R4.6.1 in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN/community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person.
- R4.7 provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:
- R4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.7.2 SCPHN public health nurse,
- R4.7.3 their intended community nursing SPQ in the field of community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or
- R4.7.4 other specified field(s) of community nursing SPQ in health and social care

R4.8 ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met.
R4.9 assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:
R4.9.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
R4.9.2 SCPHN public health nurse practice,
R4.9.3 their intended SPQ in the field of community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, and/or
R4.9.4 other specified field(s) of community nursing SPQ in health and social care practice.

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

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Documentation and the approval visit clearly show CUL has worked in collaboration and partnership with their PLPs. All SPQ students are assigned a suitably prepared practice supervisor, practice assessor and academic assessor from within the same field of practice. To facilitate this CUL have recruited four more SPQ specialist academic staff to support the new programme (two general practice (GP) nurses, one community children's nurse and one health and social care nurse).

PLPs tell us they've sufficient suitably qualified staff to support the programme both for the SPQ and V300. The practice supervisor, practice assessor and academic assessor are either from the same field of practice or are required to evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for SPQ students.

The PAD supports students to progress through the SPCNSPQ for the community nursing SPQ. It's tailored to the intended field of community nursing practice so that learning is appropriate and relevant to the student's stage within 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. Documentation and the approval visit clearly demonstrate strong collaboration and partnership approaches between CUL and their PLPs. All practice supervisors and practice assessors are required to complete the pan London SSSA training prior to undertaking the role. At the beginning of each academic year all SPQ practice supervisors and practice assessors are required to attend an introductory programme and update meeting where they're taken through their role in supporting students in practice on the SPQ programme. Practice supervisors and practice assessors confirm they attend training sessions to support their roles and have sufficient time to work with students including completion of the PAD. Training for the new ADNE PAD is planned for June, July and September 2024. The practice assessors and practice supervisors tell us that they've been involved in consultation regarding the new ADNE PAD and are confident in its use. In addition, they tell us that the tripartite meetings are used to address any concerns or provide an opportunity to seek clarity and CUL programme team are extremely responsive.

Ongoing support for practice supervisors and practice assessors occurs through termly meetings where the academic assessor meets with the student, practice supervisor and practice assessor. This is evidenced in the PAD.

Termly development and networking meetings provide an opportunity for practice supervisors and practice assessors across all PLPs to receive updates specific to the SPQ programme from the programme team as well as participate in learning activities focused upon supporting and assessing students within the practice environment.

- 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. Documentation states that SPQ students are assigned to a suitably prepared practice supervisor, practice assessor and academic assessor so that appropriate supervision and assessment processes are in place. Documentation and the approval visit confirm there are sufficient SPQ and V300 specialist practice supervisors and practice assessors to support CUL students across all routes. Practice supervisors, practice assessors and academic assessors are either from the same field of practice or are required to evidence prior learning and relevant practice supervisor experience that enables them to support effective evidence-based learning opportunities for all SPQ students.

Documentation states that the PAD supports SPQ students to progress through the SPCNSPQ tailored to their intended field of community nursing practice so that their learning is regularly reviewed, appropriate and relevant to the programme.

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 discussion during the approval visit confirms that all SPQ students are assigned to a practice assessor who holds an appropriate SPQ qualification. The assigned practice assessor is identified within the recruitment process in collaboration with PLPs. PLPs confirm at the approval visit there's an adequate number of appropriately experienced practice assessors to support the intended number of students for both the SPQ and V300.

- 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 conducted by the same person (R4.6.1)

MET **NOT MET**

R4.6.1 is met. Documentation states that in exceptional circumstances where all other options have been explored and exhausted and the role of practice supervisor and practice assessor are to be undertaken by the same individual the employing organisation must identify the reasons for this and record them. Additionally, they'll be required to provide supporting information and include information on how the gaps in staffing are to be addressed. Practice staff at the approval visit tell us that due to the number of suitably trained practice supervisors and practice assessors they have, this situation is unlikely to arise.

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

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

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

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

N/A

A SCPHN programme isn't proposed.

- their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R4.7.3) or
YES NO N/A
- other specified field(s) of community nursing SPQ in health and social care (R4.7.4)
YES NO N/A
- There's 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's evidence of processes to assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:

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

A SCPHN programme isn't proposed.

- SCPHN public health nurse practice (R4.9.2)
N/A

A SCPHN programme isn't proposed.

- their intended SPQ in the field of community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R4.9.3) and/or
YES NO N/A
- other specified field(s) of community nursing SPQ in health and social care practice (R4.9.4)
YES NO N/A

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 NO

Outcome

Is the standard met? MET NOT MET

Date: 19 March 2024

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 5: Qualification to be awarded

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

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

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

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

R5.4 inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing

programme. If they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber, and R5.5 inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice.

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

Findings against the standards and requirements

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

- The programme award to be approved is clearly identified in all programme documentation and is a minimum of a postgraduate masters' level (R5.1)
YES NO
- Processes are in place to inform the student that the SCPHN award must be registered with the NMC within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered (R5.2)
N/A

A SCPHN programme isn't proposed.

- Processes are in place to inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration (R5.3)
YES NO N/A
- Processes are in place to inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber (R5.4), and
YES NO N/A

<ul style="list-style-type: none"> 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) <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/></p>	
<p>Fall Back Award If there is a fall-back exit award with an SPQ annotation all NMC standards and proficiencies are met within the award</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>Students can exit with a postgraduate certificate in public health, however this does not confer annotation of the NMC register.</p>	
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Outcome</p>	
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>	
<p>Date: 19 March 2024</p>	
<p>Post event review</p>	
<p>Identify how the condition(s) is met:</p> <p>N/A</p>	
<p>Date condition(s) met:</p> <p>N/A</p>	
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>	

Section four

Sources of evidence

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>If you stated no above, please provide the reason and mitigation:</p> <p>There are currently no SPQ programme specific handbooks for students or placement handbooks. There's a generic university handbook for pre and post registration students, but this isn't programme specific. (Recommendation one)</p> <p>Similarly, there's no practice learning handbook for practice supervisors or practice assessors although expectations and role are defined in declaration agreements.</p> <p>Although we have seen the draft placement agreement these are incomplete. (Condition four).</p> <p>An apprenticeship route isn't proposed.</p>		
<p>List additional documentation:</p> <p>Condition evidence: Gateway one list of PLPs, accessed via QA Link, undated Excel document with City UoL PLPs for SPQ, undated Barts Health NHS Trust signed standard placement agreement, 17 April 2024 Central London Community Healthcare NHS Trust signed standard placement agreement, 9 April 2024 Central and Northwest London Foundation Trust signed standard placement agreement, 15 April 2024 SHPS programme handbook 2024 – 2025, April 2024 CUL Public health and specialist community nursing (SCPHN/SPQ) programme specification, undated Working draft ADNE SPQ PAN PAD final 23.24 version, undated PGDip Public Health and Specialist Community Nursing (SCPHN/SPQ) recruitment and onboarding process flowchart and additional information for self-employed or self-funding students, undated SHPS DBS guidance, October 2023 SHPS OH guidance, June 2023 Public Health and Specialist Community Nursing (SCPHN/SPQ) programme supplementary application form, undated</p>		
<p>Additional comments: None identified.</p>		

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: Four current students district nursing (full time) Two alumni students district nursing (part time)		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't proposed.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: CQC reports: Cygnets Hospital, Harrow, CQC inspection report, 18 October 2023 East London NHS Foundation Trust, CQC inspection report, 13 January 2022 London Bridge Hospital, CQC inspection report, 25 September 2023 Priory Hospital Hayes Grove, CQC inspection report, 7 June 2021 Royal London Hospital, CQC inspection report, 15 November 2022 St Georges Hospital, CQC inspection report, 17 August 2023		

St Georges University Hospital, NHS Foundation Trust, CQC inspection report, 18 December 2019
The Barkantine Centre, CQC inspection report, 17 January 2023

If you stated no above, please provide the reason and mitigation:

CUL is an established AEI, no resource checks are required.

Additional comments:
None identified.

Mott MacDonald Group Disclaimer

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

Issue record

Final Report

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