

**Programme approval report**

**Section one**

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

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

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

SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
<b>Date of approval visit:</b>	18 January 2024
<b>Programme start date:</b>	
SCPHN health visiting	16 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	16 September 2024
SCPHN school nurse with integrated independent and supplementary prescribing (V300)	
SCPHN occupational health nurse	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN public health nurse	

SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN health visiting apprenticeship	16 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN school nurse apprenticeship	16 September 2024
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN occupational health nurse apprenticeship	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN public health nurse apprenticeship	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
<b>QA visitor(s):</b>	Registrant Visitor: Sally Phillimore Lay Visitor: Phil Stephenson

## Section two

### Summary of review and findings

Leeds Beckett University (LBU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI) and an established provider of specialist community public health nursing (SCPHN) education.

The school of health (the school) are seeking approval for a full-time, one-year postgraduate diploma (PgDip) SCPHN in health visiting (HV) or school nursing (SN). The routes offered are apprenticeship (15 HV and 10 SN students) and non-apprenticeship which could include seconded and self-funded students (20 HV and 10 SN students). The programme is designed to meet the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023) and is mapped to the Standards of proficiency for SCPHN (SPSCPHN) (NMC, 2022). The programme of study is delivered as a 45-week full-time programme, planned over a 52-week period at academic level seven. The programme doesn't include the independent and supplementary prescribing (V300) programme.

The programme is delivered at the LBU city campus.

There's no fall back award offered leading to NMC SCPHN registration.

The programme leader for the SCPHN HV route is a current SCPHN HV registrant and likewise the programme leader for the SCPHN SN route is a current SCPHN SN registrant. Each route is supported by lecturers with SCPHN HV and SN qualifications and specialist practice qualifications. The SCPHN HV and SN routes are requested by PLPs and employer partners (EPs) to support local development of the SCPHN workforce. Three EPs are approved through this visit; Bradford District Care Foundation Trust (BDCT) 0-19 Childrens Service, Leeds Community Healthcare NHS Foundation Trust and Locala Community Partnerships. Confirmation of resources and agreement statements are signed with EPs but not all these agreements are available by the day of the visit.

LBU have developed practice assessment documents (PADs) for the HV and SN routes. The LBU PAD is hosted within PebblePad.

Entry to the programme is open to current NMC registered nurses or midwives who hold a first degree in a relevant subject (lower second classification or above). LBU also consider applicants' experience as equivalence to a degree by completing their level six professional portfolio development module. There are application routes for those who've secured an apprenticeship with a NHS or non-NHS EP. LBU welcome self-employed and self-funding applicants and link applicants to PLPs who can offer placements and other requirements of entry to the programme. Applicants also undertake joint LBU and PLP/EP interviews as part of the selection process.

LBU academic regulations permit recognition of prior experiential learning (RPEL) for those applicants without a degree in the relevant subject in order to access the programme. The RPEL consists of a 20-credit module at level six. LBU also offer applicants the opportunity for recognition of prior learning (RPL) against whole modules to a maximum of 60 credits in the PgDip award. External scrutiny is included in the RPEL/RPL ratification process.

LBU monitor equality, diversity and inclusion (EDI) data for their student population characteristics which demonstrates that 5-15 percent of learners are from non-white British backgrounds and 12-20 percent of the student population declare a disability. The completion of a course specific inclusion tool has led to some amendments for programmes where appropriate and to improve access to courses. Data shows LBU haven't recently recruited any males to their SCPHN programme despite using a variety of methods such as outreach in schools, 'men into nursing' and 'step into nursing' events with PLPs.

LBU have established processes in place to assure the governance, quality and continuous improvement of education in theory and practice learning. There's confirmation of exceptional reporting processes to the NMC. There are no concerns evident within recent CQC reports that are relevant to the identified PLPs and EPs for the SCPHN programme.

The approval visit is undertaken face to face.

The programme is presented for approval against the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023). The faculty implemented the SSSA across all NMC programmes from September 2019.

The SFNME isn't met at programme level as conditions apply.

The SSSA are met at programme level.

The programme is recommended for approval subject to two NMC conditions and one university condition. Three joint NMC and university recommendations are made.

Updated 9 February 2024:

LBU provide evidence to meet the NMC conditions. LBU confirm that the university condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Conditions:</b>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>Condition one: The programme team must provide signed written EP agreements from BDCT and Harrogate and District NHS Foundation Trust (HDFT). (SFNME R2.1; SPRP R3.2)</p> <p>Condition three: Address typographical errors within the documentation and ensure that the documentation references all course titles. (University condition)</p> <p><b>Selection, admission and progression:</b></p> <p>Condition two: The programme team must update programme documentation to clearly state that nurse applicants to the programme must be a NMC registered nurse (level one). (SFNME R2.1; SPRP R1.1.1)</p> <p><b>Practice learning:</b></p> <p>None identified.</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>None identified.</p> <p><b>Education governance: management and quality assurance:</b></p> <p>None identified.</p>



<b>Date condition(s) to be met:</b>	15 February 2024
<b>Recommendations to enhance the programme delivery:</b>	<p>Recommendation one: The programme team should continue to increase engagement in the programme by people who use services and carers (PUSCs) with relevant SCPHN experience. (SFNME R1.12, R2.7, R5.14) (NMC and university recommendation)</p> <p>Recommendation two: The programme team should consider providing students with further clarity of the academic advisor and academic assessor role and responsibilities. (SFNME R3.2; SPRP R4.1) (NMC and university recommendation)</p> <p>Recommendation three: The programme team are recommended to strengthen preparation for EPs who'll be new to supporting apprenticeship students. (SFNME R2.1, SPRP R3.2) (NMC and university recommendation)</p>
<b>Focused areas for future monitoring:</b>	None identified.

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

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

LBU provide the signed BDCT EP agreement. HDFT has decided not to submit their EP agreement for the SCPHN apprenticeship at this time and LBU is removing the trust from the proposed list of SCPHN EPs. LBU will follow the NMC's apprenticeship modification process for adding a new EP to the SCPHN apprenticeship route when the trust is ready to progress.

Condition one is met.

LBU present amended documentation to state that nurse applicants to the programme must be 'an NMC registered nurse (level one)'. This documentation includes all four programme specifications, online prospectus entries and adverts for the programme.

Condition two is met.

LBU confirm that the university condition is met.

Condition three is met.	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>Summary of observations made, if applicable</b>	There are two points of accuracy highlighted by LBU that are amended in the summary section of the report: <ul style="list-style-type: none"> <li>• The PAD is hosted within PebblePad.</li> <li>• Male students have been recruited to the SCPHN programme but not in this data period; reference changed from 'haven't previously' to 'haven't recently'.</li> </ul> <p>Observations related to the mention of BDCT and HDFT haven't been amended as the report must explicitly identify the EPs proposed/approved.</p>
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>  Recommended to refuse approval of the programme <input type="checkbox"/>
<b>Date condition(s) met:</b>	9 February 2024

### Section three

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

## Partnerships

The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.

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

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

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

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

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

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

S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders

R2.4 comply with NMC [Standards for student supervision and assessment](#)

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

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

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

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

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

**Standard 4: Educators and assessors:**

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

**Standard 5: Curricula and assessment:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Findings against the standard and requirements**

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

Documentation and the approval visit confirm that the curriculum development team has sought the views of all stakeholders in the co-production of the programme. This process began in November 2022 and involved EPs, PLPs, practice assessors, practice supervisors, students and PUSC representatives under the oversight of an executive group from LBU. Documentation shows there's also been additional opportunities outside of these formal consultation meetings to allow further stakeholder involvement. This has enabled a programme tailored to their needs incorporating more field specific modules such as safeguarding, changes to the assessment strategy, reducing the number of alternative placement days from 15 to five and increasing support for the Pebblepad e-portfolio.

The senior nursing and healthcare management education liaison group is a forum between LBU and health and social care stakeholder organisations including representation from NHS trusts, NHS England workforce, training and education (NHSE WTE), private, independent and voluntary organisations (PIVOs), educational commissioners and practice learning facilitators (PLFs). The focus of their meetings is to review and evaluate the provision, education and training for pre- and post-registration nursing and healthcare development.

Documentation and the approval visit confirm strong collaborative relationships between LBU and their PLP/EPs. PLP/EPs confirm LBU are extremely responsive to any needs, queries or student concerns. The LBU programme team work closely with PLP/EP clinical placement facilitators as well as practice supervisors and practice assessors providing ongoing support, with tripartite review meetings being highlighted as a strength of the programme. LBU provide practice supervisor and practice assessor conferences twice yearly for all nursing programmes, strengthening cross-organisational peer support. These conferences also provide programme break-out rooms allowing tailored discussions to take place. LBU and their PLP/EPs work collaboratively in the recruitment and selection process through the agreement of job adverts, shortlisting criteria and an admissions community nursing workflow with NHSE WTE.

Documentation includes a PUSC strategy which recognises the value of involving this group in promoting empathy, understanding and realism into student learning. The strategy sets out aims to develop and embed their involvement. PUSCs tell us they're involved in recruitment, teaching and assessment and speak passionately about their role and its impact on students' learning. LBU have undertaken an audit of PUSC involvement which includes an action plan to meet and develop good practice. LBU has planned a subject group away day for later in January 2024 which will focus on further co-production and establish further priorities for the coming year. Current PUSCs tell us they feel valued and supported by LBU and are keen to be involved in the forthcoming programme. Although within the school there are around 15 active members in the PUSC group, the need to recruit more members with SCPHN experience is clearly recognised. Therefore, the programme team should continue to increase engagement in the programme by PUSCs with relevant SCPHN experience. (Recommendation one)

Documentation and the approval visit confirm there's been consultation with current students and their views sought on programme changes and future modules. Changes include more variety in assessments so that course work and essay formats are offered, safeguarding changes, more support for academic writing and greater use of guest and expert lecturers. Current SCPHN students tell us they feel very well supported and encouraged by all LBU staff who are approachable and 'always make time for you'. They tell us that their programme is hard work and intensive but rewarding. Opportunities to build experiences together in joint teaching sessions are highly valued and students tell us they feel they're being equipped for their new role. At the approval visit a student representative is present and is able to articulate the process for student feedback and concerns. Other students acknowledge the student representative role providing a conduit between the learner and their tutors. The students value the tripartite review meetings and confirm supernumerary status is respected. They also feel that their practice supervisors and practice assessors truly understand their role and expectations, making the student feel valued.

Documentation and the approval visit confirm that LBU have worked closely with PLP/EPs to ensure the programme meets their needs as well as regulatory requirements. Senior practice managers tell us they're very keen to work with LBU to build and develop the local workforce. They tell us communication with LBU is excellent and they're fully supportive of the programme and routes offered. At the approval visit it's felt that the programme team need to strengthen practice assessor/practice supervisor preparation in supporting apprentices. (Recommendation three)

Updated practice handbooks are produced by LBU to ensure all practice assessors and practice supervisors are aware of the programme routes and regulatory requirements. At the approval visit it's felt that the programme team need to give students greater clarity of the academic advisor and academic assessor role and responsibilities. (Recommendation two)



Documentation states that LBU source and allocate placements annually in the NHS, local authorities and PIVOs, managing this provision within the 'InPlace' placement management system. Monitoring processes are undertaken through the NHSE North East and Yorkshire practice assessment record and evaluation (PARE) system which is used by all AEIs in the region. Action plans are reviewed regularly and discussed at practice meetings with placement leads and PLFs.

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

MET  NOT MET

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

MET  NOT MET

### Post Event Review

**Identify how the condition is met:**

N/A

**Date condition(s) met:**

N/A

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

MET  NOT MET

N/A

### Independent/Supplementary Prescriber (V300)

Please indicate whether the V300 is a compulsory or optional element of the Specialist community public health nursing programme.

Optional  Compulsory  N/A

V300 isn't offered with this programme.

Please indicate whether the V300 is to be approved at this event against the [Standards for prescribing programmes](#) and [Standards of proficiency for nurse and midwife prescriber](#) (adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2021)

YES  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:

N/A

## 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)

YES  NO  N/A

R1.1.1 is not met. While it's clear that registered nurses can apply for entry to the programme, relevant documentation doesn't mention the requirement that the applicant must be a NMC registered nurse (level one). (Condition two)

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

N/A

An SPQ programme isn't proposed.

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

YES  NO

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

YES  NO  N/A

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

N/A

An SPQ programme isn't proposed.

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

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

MET  NOT MET

R1.5 is met. LBU state they welcome self-employed and self-funding applicants who they link to PLPs who may be able to offer placements and other requirements of entry to the SCPHN programme. If the applicant is from a PIVO then the practice learning team (PLT) facilitate the process of practice learning contracting and quality assurance.

Documentation and the approval visit confirm the PLT has considerable experience of supporting learners for all work-based learning placement opportunities. Many of these learners are pre- and post-registration nursing students and apprentices placed over a wide geographical area and across diverse health settings in West Yorkshire.

Documentation and the approval visit confirm the programme team provide clear and effective processes to support practice learning and manage the quality of placement experiences. They source and allocate placements annually in the NHS, local authorities and PIVOs, managing this provision within the 'InPlace' placement management system.

LBU manage practice learning monitoring processes through the NHSE North East and Yorkshire PARE system which is used by all AEs in the region. Action plans are reviewed regularly and discussed at practice meetings with placement leads and PLFs. LBU state that the variety of quality monitoring and risk management mechanisms enable them to monitor the quality of student experiences for all pre- and post-registration nursing placements, ensuring that practice learning environments are safe and effective.

There are PLP/EP processes in place to verify that HVs and SNs have completed the required preceptorship period and appropriate preparation to act as practice assessor and/or practice supervisor for SCPHN students. This includes recording achievement in a local database and confirming the availability of suitably prepared practice assessors and practice supervisors through educational audit.

Practice documentation and evidence from the approval visit confirm protected learning time is consistently applied across practice placements. At the visit, senior PLP/EP representatives confirm support for protected learning time as well as recognition of the time needed by practice assessors and practice supervisors to achieve their role. Practice assessors and practice supervisors tell us they're well supported in their role including the reduction in caseload management to fulfil their role as practice assessor/practice supervisor. Students report their protected learning time is valued and respected.

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

- Processes are in place to consider recognition of prior learning that is capable of being mapped to programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice (R1.6.1)  
YES  NO  N/A
- Processes are in place to consider recognition of prior learning that is capable of being mapped to programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice (R1.6.2)  
N/A

An SPQ programme isn't proposed.

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

YES  NO  N/A

This programme doesn't offer admission to a V300 prescribing programme.

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

YES  NO  N/A

This programme doesn't offer admission to a V300 prescribing programme.

#### Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an **evaluative summary** to confirm how the *Standards for post-registration education programmes* and *Standards of proficiency for specialist community public health nurses (NMC, 2022)* will be met through the transfer of existing students onto the proposed programme.

LBU aren't proposing to transfer students and current learners will complete the programme they enrolled on.

#### 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.

The SSSA are adopted for current SCPHN students. There's no transfer required.

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

YES  NO

Programme documentation doesn't stipulate that nurses seeking entry to the programme must be registered level one nurses. Therefore, documentation doesn't demonstrate meeting regulatory requirements in relation to admissions criteria. (Condition two)

Outcome	
<b>Is the standard met?</b>	<b>MET</b> <input type="checkbox"/> <b>NOT MET</b> <input checked="" type="checkbox"/>
<p>Documentary evidence doesn't make it clear that the recruitment process is only open to level one registered nurses. At the visit, the programme team along with the admissions team confirm only level one registered nurses are shortlisted to progress to a values-based interview.</p> <p>Condition two: The programme team must update programme documentation to clearly state that nurse applicants to the programme must be a NMC registered nurse (level one). (SFNME R2.1; SPRP R1.1.1)</p> <p><b>Date:</b> 18 January 2024</p>	
Post event review	
<b>Identify how the condition(s) is met:</b>	
<p>Condition two: LBU present amended documentation to state that nurse applicants to the programme must be 'an NMC registered nurse (level one)'. This documentation includes all four programme specifications, online prospectus entries and adverts for the programme.</p> <p>Condition two is met.</p> <p>Evidence: LBU NMC SCPHN event outcome, 8 February 2024 Course specification PgDip SCPHN HV, 2024-2025 Course specification PgDip SCPHN HV apprenticeship, 2024-2025 Course specification PgDip SCPHN SN, 2024-2025 Course specification PgDip SCPHN SN apprenticeship, 2024-2025 Admissions HV job description 2024, undated Admissions SN job description 2024, undated Admissions HV advert 2024, undated Admissions SN advert 2024, undated</p>	
<b>Date condition(s) met:</b> 9 February 2024	
<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input checked="" type="checkbox"/> <b>NOT MET</b> <input type="checkbox"/>

Standard 2: Curriculum
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R2.1 confirm programmes comply with the NMC <i>Standards framework for nursing and midwifery education</i> including the confirmation of appropriately qualified and experienced people for programme delivery for:</p>

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

An SPQ programme isn't proposed.

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

- Where programmes intend to offer admission to an NMC approved independent/supplementary prescribing qualification to SCPHN and/or SPQ students, there is evidence that the prescribing qualification complies with the NMC *Standards for prescribing programmes* (R2.3)  
YES  NO  N/A

This programme doesn't offer admission to a V300 prescribing programme.

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

- students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse (R2.4.1)  
YES  NO  N/A
- students to enter the SCPHN register for the public health nurse qualification (R2.4.2)  
YES  NO  N/A

A SCPHN public health nurse qualification 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)  
N/A

An SPQ programme isn't proposed.

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

An SPQ programme isn't proposed.

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

- core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing (R2.5.1)  
YES  NO  N/A
- core standards of proficiency for SCPHN that are tailored to public health nursing (R2.5.2)  
YES  NO  N/A

A SCPHN public health nurse qualification 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)

N/A

An SPQ programme isn’t proposed.

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

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

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

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

R2.6.1 is met. Documentation and the approval visit confirm that there’s general and professional content necessary to meet the core and field specific SPSCPHN. The programme comprises six 20-credit modules at academic level seven, of which two modules are specific to HV or SN and four modules are core to both fields. One of the 20-credit core modules, understanding social research and evaluation, is a school wide module increasing inter-professional learning opportunities across programmes.

In addition to the programme design, module mapping to the SPSCPHN, field specific modules and a field specific practice placement, each programme route lead is a professional from the learner’s chosen field of practice. These measures allow the academic advisor to facilitate each learner through a fixed sequence of modules and module content that assists the learner to build on their pre-existing professional knowledge, skills and behaviours.

LBU provide a mapping document illustrating how the core and field specific SPSCPHN are met. From the documentation there’s clear feedback from PLPs/EPs regarding the need for a safeguarding module to be introduced. This is actioned by the programme team and now included.

LBU PADs are developed in partnership with PLP/EPs. There are separate PADs for SN and HV to meet core and field specific SPSCPHN. Modules are mapped to the SPSCPHN with core and field specific outcomes for HV and SN.

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

MET  NOT MET  N/A

A SCPHN public health nurse qualification 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)

N/A

An SPQ programme isn't proposed.

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

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

MET  NOT MET

R2.7.1 is met. Documentation and the approval visit confirm the academic and practice modules focus student learning on their intended field of SCPHN practice. Field specific learning is delivered in the separate HV and SN academic modules.

In addition to the programme design, module mapping to the SPSCPHN, field specific modules and a field specific practice placement, each programme route lead is a professional from the learner's chosen field of practice. The aim is to support each learner through a fixed sequence of modules and module content which can assist them in building on their pre-existing professional knowledge, skills and behaviours.

Programme specification templates and a mapping document illustrate how the programme outcomes are met for HV and SN.

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

N/A

An SPQ programme isn't proposed.

- Evidence to ensure 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. LBU has designed a 45-week programme inclusive of theoretical and practice learning within a 52-week period. There's a balance of theory and practice learning which includes 50 days in practice, five days alternative placement and 50 days consolidation of practice. The practice requirement is calculated to be 844 hours of work-based learning (practice hours) across the programme. PLP/EPs and students welcome the retention of both the alternative practice period, albeit reduced from 15 to five days and the consolidation of practice period. The final consolidation period provides students with the opportunity to hone their skills in areas that are identified as part of their learning plan.

LBU provide students with a year planner at the start of each programme that's for their full year ahead. The theoretical elements (two days per week except for consolidation of practice weeks) are mainly delivered as a LBU attended programme while using technology to enhance blended learning. There's a focus on face to face learning activities based on campus, supported by digital learning and resources through the timetabled programme. Simulated learning is used to support students rather than substitute practice, such as the development of a court hearing simulated learning package. The students report the court hearing simulated learning package is very much welcomed in preparing them for child protection processes. Documentation details a range of learning and teaching strategies including online and face to face lectures from LBU staff and practice experts, student group work, seminars and independent learning opportunities.

- 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. The programme is delivered mainly as a university-attended course, while using technology to provide some blended learning. There's a focus on face to face learning activities based on campus, supported by digital learning and resources through the timetabled programme. The use of technology-enhanced learning in the programme is proportionate to the overall student learning experience.

Simulated learning is used to support students rather than substitute time spent learning in practice. For example, LBU has developed a court hearing simulated learning package in response to students accessing courts or hearings for safeguarding purposes and report this is well received, complementing the new safeguarding module for both HV and SN routes.

Students have access to the MyBeckett virtual learning environment which provides Blackboard pages supporting each module and the whole programme. The PAD is also accessed through PebblePad providing further technology delivery within the programme. LBU students have access to information technology support and library services. This support is offered to students online or through one to one in person sessions.

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

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

The programme isn't delivered in Wales.

- Evidence to ensure programmes are of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award (R2.11.1)  
YES  NO
- Evidence to ensure programmes are no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes (R2.11.2)  
YES  NO

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

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to curricula are met  
YES  NO

**Outcome**

Is the standard met? MET  NOT MET

Date: 18 January 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 3: Practice learning

#### Approved education institutions must:

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

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

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

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

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

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

### Findings against the standard and requirements

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

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

**MET**  **NOT MET**

R3.1 is met. LBU have existing and effective arrangements and governance for practice learning. The PLT is responsible for all work-based learning and placement opportunities. The team manages placements for all students and they implement processes to support practice learning and manage the quality of the student's placement experience. They source and allocate placements annually in the NHS, local authorities and PIVOs, managing this provision within the 'InPlace' placement management system.

When PIVOs are used the same standard of placement quality is expected. LBU's PLT work closely with PIVOs to contract, audit, monitor and assure placement quality.

LBU are working with NHSE WTE and the local integrated care boards to model future cohort numbers, taking account of local workforce needs across Yorkshire and the Humber. LBU welcome self-employed and self-funding applicants and link applicants to PLPs who can offer placements and other requirements of entry to the programme.

Practice quality is monitored through the PARE system. LBU recently appointed a principal lecturer as practice lead for nursing who, supported by a team of nominated link lecturers, provides regular support to practice supervisors and practice assessors.

Any development and support needs for teams are discussed at strategic meetings with trust service leads and PLFs, which the director of health partnerships and practice learning attends with practice leads for each programme route.

- 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 not met. Not all EP agreements are available by the day of the approval visit. LBU must provide signed written EP agreements from BDCT and HDFT. (Condition one)

There are PLP and EP processes in place to verify that HVs and SNs have completed the required preceptorship period and appropriate preparation to act as practice assessor or practice supervisor for SCPHN students. This includes recording achievement in a local database and confirming the availability of suitably prepared practice assessors and practice supervisors through educational audit.

Documentation including the programme handbook and specification emphasise the importance of the tripartite relationship. This commences upon recruitment so that the necessary placement arrangements are made for both applicants and employers. During the visit, senior manager representatives of EPs, practice supervisors and practice assessors report that minimal preparation has been afforded to support apprentices. The panel recommend for LBU to strengthen preparation for EPs who'll be new to supporting apprenticeship students. (Recommendation three)

Students share and detail their SSSA arrangements via their PebblePad e-portfolio workbook. Initial formative assessment of these workbooks check that these details are adequately recorded and then students take responsibility for arranging tripartite meetings. Monitoring is via the ongoing record of achievement.

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

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

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

R3.3.1 is met. The PAD provides the student with opportunities to identify future learning plans assisting them to meet the required SPSCPHN.

Through consultation with students and PLPs/EPs, LBU propose 844 practice hours in total, inclusive of 50 days practice, five alternative practice days and 50 days of consolidation. Progress and achievement are monitored in partnership with practice supervisors and assessed by practice assessors and academic assessors.

Students engage in a variety of learning experiences including with services, agencies and organisations who support infants, children, families, carers and young people. Experiences are offered to help students understand partnership working, statutory responsibilities and the community and locality assets which

support public health improvement or specialist referral. All SCPHN students spend up to five of their practice learning days away from their home learning base observing other aspects of public health.

Students have a mid-point summative assessment of the SPSCPHN to review progression. Where possible a tripartite meeting occurs prior to this summative mid-point. Recovery of assessment is available whereby an action plan is implemented. PADs include a process for developing action plans where there are concerns with students' progress.

Practice assessors and academic assessors have due regard for HV or SN and monitor that students are working in partnership to develop and achieve the SPSCPHN through regular meetings.

There's no compensation allowed in theoretical or practice assessment. All programme outcomes and SPSCPHN must be achieved.

- SCPHN public health nurse (R3.3.2)  
MET  NOT MET  N/A

A SCPHN public health nurse qualification 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)  
N/A

An SPQ programme isn't proposed.

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

An SPQ programme isn't proposed.

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

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R3.4)  
YES  NO

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



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

**MET**  **NOT MET**

R3.5 is met. Documentation states that LBU regularly review their EDI data and work with PLP/EPs and the university support for student services. They state that 15-20 percent of students declare a disability on entry to the programme, which LBU report is representative of the wider university community.

Students tell us they feel well supported by LBU, staff are very encouraging and communication is excellent. All learners who declare an additional learning need or disability are offered an assessment via disability services in a timely manner, which can lead to a reasonable adjustment/adaptation plan. Students are encouraged to share this with their practice assessors and practice supervisors. Staff from the practice settings tell us students are 'employed as learners' and they're keen to offer whatever support is necessary.

The student handbook clearly signposts a wide range of support available to students, for example academic and information technology support, access to disability services and opportunities for hearing the student voice. Students also have access to extenuating circumstances if their personal circumstances change, requiring the need to apply for assessment extensions. Students are encouraged to speak with their academic advisor and/or academic assessor for support and advice should their personal circumstances change.

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

- intended field of SCPHN practice, SCPHN PHN practice or (R3.6.1)

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

R3.6.1 is met. Documentation states that the programme has a new PebblePad e-portfolio workbook which allows students to map experiential learning to the SPSCPHN. There are several practice learning activities which aim to guide students in learning from experience. These commence with initial self-assessment exercises, for example an attitudes assessment. Tripartite meetings provide opportunities for students to demonstrate how they're linking theory to practice and if they're on track to meet all the SPSCPHN. Practice placements offer a wide range of opportunities which are supported by a field specific practice supervisor and practice assessor.

The theoretical modules are designed sequentially to allow students to scaffold their learning with a public health and leadership focus in semester one, followed by safeguarding and social research and evaluation in semester two. There's a tutorial system which supports students' individual development with assessed theoretical work including opportunities for formative feedback.

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

N/A

An SPQ programme isn't proposed.

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

YES  NO

EP agreements aren't presented for two of the proposed EPs. These must be provided to ensure all regulatory requirements are met. (Condition one)

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

Not all partnership agreements are available by the day of the approval visit. LBU must provide signed written EP agreements from BDCT and HDFT.

Condition one: The programme team must provide signed written EP agreements from BDCT and HDFT. (SFNME R2.1; SPRP R3.2)

**Date:** 18 January 2024

### Post event review

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

Condition one: LBU provide the signed BDCT EP agreement. HDFT has decided not to submit their EP agreement for the SCPHN apprenticeship at this time and LBU is removing the trust from the proposed list of SCPHN EPs. LBU will follow the NMC's apprenticeship modification process for adding a new EP to the SCPHN apprenticeship route when the trust is ready to progress.

Condition one is met.

Evidence:

LBU NMC SCPHN event outcome, 8 February 2024  
NMC confirmation of resources LBU and PLP and EP form BDCT SCPHN, 21  
December 2023

**Date condition(s) met:** 9 February 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, R 3.8, 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 confirm that resources are in place to ensure full compliance with the roles of academic assessors, practice assessors and practice supervisors. PLP/EPs identify appropriately qualified practice assessors and practice supervisors to provide field specific support and

additional relevant learning opportunities for the duration of the programme. Documentary evidence and the approval visit confirms there's effective processes in place to address any fitness to practise concerns. At the visit, LBU senior management and PLP/EP representatives confirm that as SCPHN students are registrants, employers are involved in the process and relevant outcomes are shared.

Documentary evidence confirms there's LBU processes to ensure students and PLP/EPs are involved in ongoing programme improvement and feedback, including mechanisms to provide feedback to practice assessors and practice supervisors. There are processes for escalating concerns for students and practitioners. At the visit the programme team confirm they receive ongoing information about placement quality from PLPs/EPs. They confirm the process of exceptional reporting to the NMC for ongoing risks.

Documentation and the approval visit confirm that LBU propose to increase PUSC involvement to share their lived experience to inform student recruitment and enhance learning and assessment.

Students' needs are supported by a personal academic advisor system. At the approval visit there's some confusion by students over staff support roles. The panel recommend the programme team provide students with further clarity of the academic advisor and academic assessor role and responsibilities.  
(Recommendation two)

There are mechanisms in place for formative feedback throughout the programme in both theory and practice. Students tell us they're supported well and feel valued. The PAD facilitates opportunities for documentary evidence and narrative by all parties with the tripartite review meetings being highlighted by the students as invaluable. Students tell us the formative feedback from theoretical modules proves beneficial and assists them in succeeding in such a demanding 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. Practice assessors and practice supervisors tell us they've developed an excellent working relationship with LBU and are actively involved in the development of the programme. Documentation and the approval visit clearly demonstrate that the curriculum development team invested time and resource involving all PLPs and EPs in a collaborative approach to support SCPHN nursing through this co-produced programme. This involved smaller field specific co-

production groups under the oversight of an executive group. There's been additional consultation meetings to ensure all stakeholders have had the opportunity to be involved and to allow for time to liaise, collaborate and agree content and approaches.

The LBU programme team, PLP/EPs and practice supervisors, practice assessors and academic assessors confirm that they're suitably prepared for their role. LBU provides relevant resources such as SCPHN scenarios, frequently asked questions and a quiz to support the academic fulfilling the role of academic assessor. LBU offer bi-annual conferences offering cross-organisational support to practice assessors and practice supervisors as well as an annual refresher course. All PLP/EPs practice supervisors and practice assessors have access to the health and social care practice learning hub and a nursing placement practice learning resource web. Students tell us that their practice supervisor and practice assessor are familiar with the PAD requirements.

Documentation shows a programme level critical appraisal which outlines the course background, context, strengths, areas for enhancement and future plans.

- 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 and the approval visit confirm academic assessor training is provided by the nursing and healthcare subject group. Practice supervisor and practice assessor online training is provided by the NHSE WTE 'learning environments and placements' (LEAP) platform. These online training modules are supplemented by subject specific updates with a particular emphasis on LBU assessment processes and student support mechanisms. Practice supervisors and practice assessors tell us they've sufficient time to meet with students and sign off proficiencies receiving a reduction to their workload to fulfil their role as practice assessor/practice supervisor. Communication between practice settings and LBU is very effective. Senior practice managers tell us that LBU is very responsive to any request or concern they share.

The allocation of practice assessors begins at recruitment, as places are offered subject to the allocation of a suitable, quality assured practice placement with appropriately qualified practice assessors and practice supervisors. Once students begin their programme of study, these details are re-confirmed within the PebblePad e-portfolio workbook. The PLT source and allocate placements annually in the NHS, local authorities and PIVOs, managing this provision within the 'InPlace' placement management system ensuring appropriately allocated practice supervisors and practice assessors.

The quality assurance of the SSSA is shared between the nursing and healthcare subject group and the PLT. The PLT manages NMC regulated placements for



nursing students and apprentices, and they provide clear and effective processes to support practice learning and manage the quality of the students' placement experience. The management of this provision is through the 'InPlace' placement management system.

Students who require a reasonable adjustment are encouraged to disclose this, preferably on entry to the programme or to their academic assessor, to enable appropriate measures to be implemented. This is then managed through a reasonable adjustment plan.

LBU have recently updated their escalating concerns policy to include reference to a 'freedom to speak up guardian' for healthcare students. LBU also has a preparation and support for placements working group which maps best practice in relation to concerns and support in placement and aims to enhance practice experiences and provide EDI support.

The PLT work closely with PIVOs to contract, audit, monitor and assure placement quality.

**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. Documentation and the approval visit confirm that the allocation of practice assessors begins at recruitment as places are offered subject to the allocation of a suitable, quality assured practice placement with appropriately qualified practice assessors and practice supervisors. LBU use the PARE system as their local database for recording achievement and confirming the availability of suitably prepared practice assessors and practice supervisors through educational audit. This system records when the practice supervisor or practice assessor has received their preceptorship and annual SSSA updates. Once students begin their programme of study, these details are re-confirmed within the PebblePad e-portfolio workbook. Students tell us they feel well supported in practice.

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

**MET**  **NOT MET**

R4.6.1 is met. Documentation and the approval visit confirm that the programme team work with students and practice settings to prevent the situation occurring where the same person fulfils the role of practice supervisor and practice assessor. In smaller practice settings where there's only one choice to have the same person fulfil both roles, the process for managing this exception is via a tripartite meeting with risks identified and noted in the e-portfolio workbook.

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

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

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

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

- SCPHN public health nurse (R4.7.2)

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



A SCPHN public health nurse qualification 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

N/A

An SPQ programme isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

YES  NO

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

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

YES  NO  N/A

- SCPHN public health nurse practice (R4.9.2)

YES  NO  N/A

A SCPHN public health nurse qualification 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

N/A

An SPQ programme isn't proposed.

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

N/A

An SPQ programme isn't proposed.

Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to supervision and assessment are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to supervision and assessment are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>Outcome</b>			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 18 January 2024			
<b>Post event review</b>			
Identify how the condition(s) is met:			
N/A			
Date condition(s) met:			
N/A			
Revised outcome after condition(s) met:		MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A			

<b>Standard 5: Qualification to be awarded</b>	
<b>Approved education institutions, together with practice learning partners, must:</b>	
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)  
YES  NO  N/A
- Processes are in place to inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration (R5.3)  
N/A

An SPQ programme isn't proposed.

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

A V300 prescribing programme isn't included.

<ul style="list-style-type: none"> <li>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)</li> </ul>		<p>YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p>
<p>A V300 prescribing programme isn't included.</p>		
<p><b>Fall Back Award</b> If there is a fall back exit award with registration as a SCPHN all NMC standards and proficiencies are met within the award</p>		
		<p>YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p>
<p>There's no fall back exit award with registration as SCPHN.</p>		
<p>Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to the qualification to be awarded are met</p>		
		<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p><b>Outcome</b></p>		
<p>Is the standard met?</p>		<p>MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>
<p>Date: 18 January 2024</p>		
<p><b>Post event review</b></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:</p>		<p>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):

<b>Key documentation</b>	<b>YES</b>	<b>NO</b>
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for specialist community public health nurses</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, 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 SCPHN responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: Not all EP agreements are in place before the approval visit and a condition is applied.		
List additional documentation: Post visit documentation to meet conditions: LBU NMC SCPHN event outcome, 8 February 2024 Course specification PgDip SCPHN HV, 2024-2025 Course specification PgDip SCPHN HV apprenticeship, 2024-2025 Course specification PgDip SCPHN SN, 2024-2025 Course specification PgDip SCPHN SN apprenticeship, 2024-2025 Admissions HV job description 2024, undated Admissions SN job description 2024, undated Admissions HV advert 2024, undated Admissions SN advert 2024, undated NMC confirmation of resources LBU and PLP and EP form BDCT SCPHN, 21 December 2023		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input 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: Three current HV students from 2023/24 cohort Four current SN students from 2023/24 cohort Three HV graduates from 2022/23 cohort		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
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: Calderdale and Huddersfield NHS Foundation Trust, Care Quality Commission (CQC) inspection report, 20 June 2018 Leeds and York Partnership NHS Foundation Trust, CQC inspection report, 20 December 2019 Leeds Teaching Hospitals NHS Trust, CQC inspection report, 15 February 2019 Mid Yorkshire Teaching NHS Trust, CQC inspection report, 16 November 2022 St James's University Hospital, CQC inspection report, 16 August 2023 Waterloo Manor Independent Hospital, CQC inspection report, 16 June 2022 York and Scarborough Teaching Hospitals NHS Foundation Trust, CQC inspection report, 30 June 2023		
If you stated no above, please provide the reason and mitigation: LBU is an established AEI and there's no requirement to visit resources.		
Additional comments: None identified.		

**Mott MacDonald Group Disclaimer**

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

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

**Issue record**

**Final Report**

Author(s):	Sally Phillimore	Date:	22 January 2024
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Checked by:	Ian Felstead-Watts	Date:	31 January 2024
Submitted by:	Amy Young	Date:	12 March 2024
Approved by:	Natasha Thompson	Date:	13 March 2024