Programme approval report

Section one

Programme provider name:	Leeds Beckett University
Programmes reviewed:	**Specialist practice qualification:** Community children's nursing ☐ Community children's nursing with integrated independent and supplementary prescribing (V300) ☐ Community learning disabilities nursing ☐ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) ☐ Community mental health nursing ☐ Community mental health nursing with integrated independent and supplementary prescribing (V300) ☐ District nursing ☐ District nursing with integrated independent and supplementary prescribing (V300) ☒ General practice nursing ☐ General practice nursing with integrated independent and supplementary prescribing (V300) ☐ Health and social care nursing ☐ Health and social care nursing with integrated independent and supplementary prescribing (V300) ☐ **Community nurse specialist practice (NMC 2022) apprenticeship:**

	Community children's nursing apprenticeship ☐
	Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Community learning disabilities nursing apprenticeship ☐
	Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Community mental health nursing apprenticeship ☐
	Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	District nursing apprenticeship ☐
	District nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☒
	General practice nursing apprenticeship ☐
	General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Health and social care nursing apprenticeship ☐
	Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐

Title of programme(s):	Post Graduate Diploma Community Specialist Practitioner – District Nursing
Academic levels:	
SPQ Community children's nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community learning disabilities nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ District nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11

SPQ District nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ General practice nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community children's nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community learning disabilities nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7

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	SCQF ☐ Level 11
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ District nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ General practice nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11

SPQ Health and social care nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
Date of approval visit:	6 February 2024
Programme start date:	
SPQ Community children's nursing	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community learning disabilities nursing	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community mental health nursing	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	
SPQ District nursing	
SPQ District nursing with integrated independent and supplementary prescribing (V300)	16 September 2024
SPQ General practice nursing	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	
SPQ Health and social care nursing	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community children's nursing apprenticeship	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	

SPQ Community learning disabilities nursing apprenticeship	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community mental health nursing apprenticeship	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ District nursing apprenticeship	
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	16 September 2024
SPQ General practice nursing apprenticeship	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Health and social care nursing apprenticeship	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Wendy Wesson Lay Visitor: Clementina Aina

Summary of review and findings
Leeds Beckett University (LBU) is an established approved education institution (AEI) with a long history of delivering NMC pre- and post-registration nursing programmes. The school of health (the school) present for approval a one-year full-time, two-year part-time and an apprenticeship post-registration specialist practitioner programme in district nursing (DN) with integrated independent and supplementary prescribing (V300). The proposed programme is delivered at the city centre campus.

The programme is developed to meet the Standards of proficiency for community nursing specialist practice qualifications (SPCNSPQ) (NMC, 2022). The programme award level is postgraduate diploma (PgDip) and includes an integrated V300 programme. Successful completion of the PgDip award enables students to record the specialist practice qualification (SPQ) of DN with integrated independent and supplementary prescribing (also known as V300) with the Nursing and Midwifery Council (NMC). The V300 programme is approved by the NMC for delivery since 23 March 2021.

Documentary evidence suggests well-established relationships between LBU and their practice learning partners (PLPs). Signed agreements with employer partners (EPs) also demonstrate partnership working. These agreements are with Airedale NHS Foundation Trust, Calderdale and Huddersfield NHS Foundation Trust, York and Scarborough Teaching Hospitals NHS Trust, Bradford District Care NHS Foundation Trust, Harrogate and District NHS Foundation Trust, Leeds Community Healthcare NHS Foundation Trust, Locala Community Partnerships Community Interest Company and Mid Yorkshire Teaching NHS Trust. Discussions at the approval visit with PLPs, EPs, current students and people who use services and carers (PUSCs) confirm evidence of effective partnership working with LBU.

Documentary evidence and the approval visit provide evidence of practice supervisor and practice assessor engagement with the programme. Evidence of preparation of practice supervisors and practice assessors for their roles in supporting community nursing SPQ student learning and assessment is comprehensive and ongoing. Events to provide further details related to the new programme requirements are scheduled for March 2024 and November 2024. Practice supervisors and practice assessors tell us they're fully involved in the development of the new programme and their feedback is taken on board and used in the process of development.

Evidence provided within the documentation and discussions at the approval visit confirm healthy partnerships with PUSCs to support the development and delivery of the programme.

The documentation and discussion with the team at the approval visit confirm they monitor achievement and awarding gaps throughout the programme, including any gaps related to ethnicity and gender. The programme team are involved in outreach activities and work with PLPs and EPs to access events that promote and encourage a diverse community of potential students.

Documentation and discussion at the approval visit with the programme team, PLPs and EPs confirm the programme is developed and delivered to encourage diversity, accessibility and inclusivity. The programme team, PLPs and EPs confirm the support they offer to students recognises and addresses their individual needs, experiences, background and patterns of study to enable them to achieve relevant outcomes. Students confirm individual academic and study support is available to them and they know how to access this when required. The school equality, diversity and inclusion (EDI) committee provides support across the school to identify and promote equality of opportunity.

The visit is conducted face-to-face.

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

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

The programme is recommended to the NMC for approval with one NMC condition. One university condition is made. One joint NMC and university recommendation is made. Two university recommendations are made.

Updated 12 March 2024:

Evidence is provided to meet the NMC condition. LBU confirm the university condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐
	Programme is recommended for approval subject to specific conditions being met ☒

	Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** None identified. **Education governance: management and quality assurance:** Condition One: The senior team must provide documentary evidence that there are sustainable and sufficient human resources to ensure effective academic delivery of the programme. (SFNME R2.15; Standards for post-registration programmes (SPRP) R2.1.2) Condition Two: Update course paperwork with particular consideration of: a) use of the term 'mentor' in the practice assessor handbook b) more explicit reference to apprenticeship delivery and core curriculum paying particular attention to consistent terminology such as the use of knowledge, skills and behaviours. (University condition)
Date condition(s) to be met:	5 March 2024
Recommendations to enhance the programme delivery:	Recommendation one: Consider reviewing the assessment diet with a focus on flexibility and inclusivity; ensure the feedback from internal and external stakeholders informs the assessment review.

	(SFNME R5.8; SPRP R4.1) (NMC and university recommendation) Recommendation two: Consider providing further clarity on alternative practice to ensure a consistent understanding of what constitutes 'alternative practice' and to provide guidance on maximum and minimum number of days. (University recommendation) Recommendation three: Sufficient academic advisor hours should be adequately reflected in workload planning, taking account of the needs of this particular cohort. (University recommendation)
Focused areas for future monitoring:	Monitor the level of resources available to the programme team to enable the programme to be delivered safely and effectively.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: Documentary evidence provides an action plan detailing the actions identified to ensure sustainable and sufficient human resources to ensure effective academic delivery of the programme. Condition one is met. LBU provides evidence to confirm that the university condition is met.	
AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	LBU provided an updated programme start date and updated school name. Changes are made in the report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	5 March 2024

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

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023)   **Standard 1: The learning culture:**   R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders   R1.13 work with service providers to demonstrate and promote inter-professional learning and working   **Standard 2: Educational governance and quality:**   S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders   R2.4 comply with NMC *Standards for student supervision and assessment*   R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

R5.14 a range of people including people who use services contribute to student assessment

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

Standard 1: Organisation of practice learning:

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

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

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

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

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

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

We find evidence from documentation and discussions at the approval visit to support LBU's commitment to effective partnership working with all partners and stakeholders. Document review and discussions during the visit demonstrate that the PLPs, EPs, practice supervisors and practice assessors are suitably qualified experts in their field to deliver the programme. New practice assessors are experienced specialist practitioners within the field of DN and are well prepared for their roles, ensuring effective student supervision and support. Stakeholders are actively involved in the co-production, design, delivery and evaluation of the programme. Documentary evidence and discussions at the visit confirm prior consultations with students and PUSCs about the proposed programme and implementation. Modules are adapted to clarify the apprenticeship route and

methods of assessment. As a result, students are clear about programme expectations, including theoretical learning and practice placement requirements.

A robust PUSC strategy at LBU supports active engagement of PUSCs in the design, delivery and review of students' learning. The outcome of discussions with the PUSC representative and students at the visit confirm the established collaborative approach is implemented effectively in practice. The PUSC representative informs us of regular opportunities to seek their views on the proposed programme. Students confirm robust systems of support which ensure easy access to a wide range of online and offline resources are in place. For example, the specific requirements of students with additional needs are met through personalised support. Furthermore, ongoing monitoring of support systems enables practice supervisors to identify, track and evaluate the impact of support. All partners share collective accountability for the effective delivery of the programme, for example via the school's annual monitoring and programme review meetings.

Documentary evidence and feedback from PLPs, EPs and students confirm their involvement in developing the new programme. They give examples of changes made based on their input and experiences. For students, these changes include changing the sequencing of modules to enable skills development to be applied to teaching within the independent and supplementary prescribing module and reducing the number of alternative practice days set for the programme.

PLPs and EPs tell us there's strategic support for the programme and its role in supporting workforce development, with written agreements in place for all PLPs and EPs. PLPs and EPs regularly feed back to the programme team via triannual curriculum development events since the 2022-2023 academic year.

Documentary evidence and discussion at the approval visit confirm how risks to student learning, such as adverse Care Quality Commission (CQC) inspection outcomes are managed. The programme team confirm partnership working with PLPs and EPs to assure quality of practice placement learning. If, for example, an adverse CQC inspection outcome is received by any PLP or EP, documentary evidence confirms that the programme team regularly liaise with staff and management at the PLP and EP organisations through online group meetings. Where necessary the programme team carry out a repeat educational audit and report their actions to the NMC via the annual self-assessment report and exceptional reporting, including any actions taken. The school implement a rolling programme of educational audits, normally every two years, with PLPs and EPs to appraise the quality of placements and to ensure that students are supported according to the SSSA. These processes help the programme team to manage and respond to any risks identified in a prompt and timely manner.

PLPs, EPs and the programme team tell us a range of mechanisms are in place to listen to and respond to student feedback and students confirm that the responses are available to them. There's documentary evidence of student-staff forum

meetings, mid-module check-ins and end of module evaluations. PLPs, practice supervisors and practice assessors tell us students are encouraged to be open and feedback through tripartite reviews and student forums that occur each semester.

Apprentice DNs attend four tripartite meetings per year which are facilitated by the degree apprentice assessor who links with the academic assessor to confirm progression of apprentices and achievement of the required knowledge, skills and behaviours as well as the SPCNSPQ. Non-apprentice students also undertake tripartite preliminary, mid-point and final meetings for the purpose of confirming progression. An action plan and follow-up meeting is arranged if a student hasn't met the requirements at the time of the original tripartite meeting. Academic assessors tell us they understand they're responsible for the confirmation of student achievement at progression points.

Students tell us they utilise the available feedback channels and their concerns are acknowledged and responded to. For example, students at the visit tell us they were unsure what was required of them for the alternative practice days on the programme. They were able to discuss this with the programme leader who provided further information and clearer instruction which helps them to make the most of their alternative practice days.

Students at the approval visit praise the MyBeckett app which provides all of the required information about timetables, lectures and general information technology (IT) requirements. Students also tell us that despite the pressure of their tight workloads and deadlines, the programme team are approachable and very helpful. They provide extensive feedback on assessments and offer comprehensive support and guidance, particularly if students are struggling or failing in some areas. Documentary evidence and discussions at the approval visit confirm students with additional needs are well supported. One student with dyslexia reports they receive excellent support and resources, with regular check-ins from the disability centre and the opportunity to use resources provided by LBU in practice or request them following assessment. The student also tells us they've a support mentor who they see three times a month.

As part of student recruitment, teaching, learning and assessment, documentary evidence and the programme team tell us they draw upon the lived experience of PUSCs. Students initially meet a PUSC representative at the recruitment interview and are then exposed to lived experience periodically throughout their programme of study. The PUSC representative confirms at the visit they're involved in the recruitment and selection of students, including setting and asking interview questions. They feel listened to and supported in their role, confirming their involvement in co-production of the programme and tell us their engagement with the programme team is well developed and mutually supportive. The PUSC representative at the approval visit discusses their involvement at a strategic level in further developing PUSC engagement in order to build upon the students' ability to engage with and be sympathetic to people from different backgrounds. The

PUSC representative describes the importance of students building relationships with PUSCs, with communication being the 'golden thread'. They co-chair the advice by experience Leeds group at LBU and are working with the programme team to further develop the school strategy for PUSC involvement in educational programmes. EDI training provided by LBU prepares PUSCs for their recruitment and selection responsibilities.

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 practice programme. **Optional** ☐   **Compulsory** ☒   **N/A** ☐
Please indicate whether the V300 is to be approved at this event against the *Standards for prescribing programmes* and *Standards of proficiency for nurse and midwife prescriber* (adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2021) **YES** ☐   **NO** ☒ **OR**

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

8 January 2021

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

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

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

R1.7 where programmes intend to offer SCPHN and/or SPQ students admission to an NMC approved independent/supplementary (V300) prescribing

programme consider recognition of prior learning that is capable of being mapped to the *Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers for applicants*, and

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

Standards framework for nursing and midwifery education, specifically R2.6, R2.7, R2.8, R2.9, R2.11

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

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

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

Findings against the standard and requirements

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

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

A SCPHN programme isn't proposed.

- Evidence of processes to ensure that the applicant is a NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry (R1.1.2)
  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☒   **NO** ☐

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒   **NO** ☐   **N/A** ☐

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

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

  MET ☒   **NOT MET** ☐

R1.5 is met. Documentary evidence and discussions at the approval visit with the programme team confirm processes are in place to ensure that the applicant holds the required nurse registration with the NMC and is capable of safe and effective practice at the level of proficiency appropriate to access the NMC SPQ programme, before being considered as eligible to apply for entry. LBU, PLPs and EPs agree that eligible applicants require level one post registration experience on entry to the programme.

Documentary evidence and discussion with the programme team confirm processes are in place to ensure that each applicant selected to undertake the programme holds a bachelor's degree or has gone through the process of recognition of prior learning to enable them to study at the required academic level. LBU offer a staff nurse development module funded by NHS England, for applicants who need it in the year before they intend to commence the SPQ DN programme. The module intends to ensure that applicants develop the academic skills required to undertake the programme.

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Discussion at the approval visit along with documents submitted prior to the visit provide evidence that selection processes exist that provide opportunities for eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants, to apply for entry onto the SPQ DN programme. The programme team, EPs and PLPs confirm that recruitment to the programme is arranged in collaboration with all stakeholders.

Students tell us at the approval visit they've access to clinical skills sessions at LBU, for example advanced assessment skills that prepare them for further development of these skills in practice.

Students confirm at the visit they've access to protected learning time and are provided by LBU with the physical and academic resources required to make the most of this time. These include monthly meetings with the programme leader to monitor progress and access to lecture notes in the MyBeckett app.

Students are aware of how to raise concerns and confirm they're well supported to manage their practice learning by practice supervisors, practice assessors and the programme team. Students tell us they feel listened to and encouraged to speak up and share concerns. They confirm concerns are responded to in a timely and effective way.

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

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

    N/A ☒

A SCPHN programme isn't proposed.

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

    YES ☒ **NO** ☐ **N/A** ☐

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

    YES ☒ **NO** ☐ **N/A** ☐

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

  YES ☒ **NO** ☐ **N/A** ☐

Proposed transfer of current students to the programme under review
From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the *Standards for post-registration education programmes* and *Standards of proficiency for specialist community public health nurses* will be met through the transfer of existing students onto the proposed programme. Transfer of students isn't proposed. All students will complete the current programme before the new programme is due to commence.
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 already in place for all approved programmes, therefore transfer isn't required.
Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met   **YES** ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐

Date: 6 February 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** ☐

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N/A

Standard 2: Curriculum

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

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

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

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

R2.2 confirm SCPHN and/or SPQ programmes comply with the NMC *Standards for student supervision and assessment*

R2.3 confirm SCPHN and/or community nursing SPQ programmes that include admission to NMC approved prescribing qualification comply with the NMC *Standards for prescribing programmes*

R2.4 state routes within the programme for:

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

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

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

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

R2.5 ensure programme learning outcomes reflect the:

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

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

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

R2.6 set out the general and professional content necessary to meet the:

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

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

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

R2.7 set out the content necessary to meet the programme outcomes for each intended field of:

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

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

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

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

R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and

R2.11 ensure programmes are:

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

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

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

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

Findings against the standard and requirements

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

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

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

A SCPHN programme isn't proposed.

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

YES ☐ **NO** ☒ **N/A** ☐

R2.1.2 is not met. The senior team at LBU tell us they've a well-established and appropriately qualified and experienced programme team to deliver the SPQ DN programme. This is confirmed to some extent by discussion at the visit. On reviewing the curriculum vitae for the programme team, the programme lead is the only member of the team with the SPQ DN qualification. The senior team tell us they've recruited a secondee with the SPQ DN qualification to work for two days per week in delivery of the programme for one year from March 2024. The proposed number of applicants for the new programme in September 2024 is significantly higher than the existing programme. This indicates a level of risk and the interim arrangements for managing the 30 new students proposed to commence the programme, aren't sufficiently robust to ensure an effective staff-to-student ratio.

There's insufficient evidence to demonstrate sustainable human resources to ensure effective delivery of the programme. (Condition one)

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)

YES ☒ **NO** ☐

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

YES ☒ **NO** ☐ **N/A** ☐

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

N/A ☒
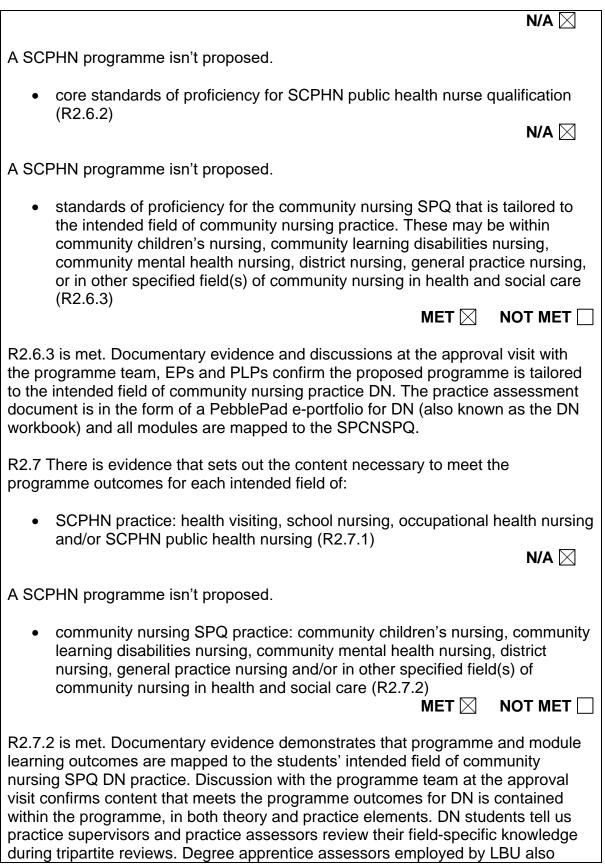
A SCPHN programme isn't proposed.

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☐   **NO** ☐   **N/A** ☒

A community nursing SPQ health and social care field of practice isn't proposed.

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒   **NO** ☐   **N/A** ☐

Provide an <u>evaluative summary</u> 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)

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N/A ☒

A SCPHN programme isn't proposed.

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

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐

R2.6.3 is met. Documentary evidence and discussions at the approval visit with
the programme team, EPs and PLPs confirm the proposed programme is tailored
to the intended field of community nursing practice DN. The practice assessment
document is in the form of a PebblePad e-portfolio for DN (also known as the DN
workbook) and all modules are mapped to the SPCNSPQ.

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐

R2.7.2 is met. Documentary evidence demonstrates that programme and module
learning outcomes are mapped to the students' intended field of community
nursing SPQ DN practice. Discussion with the programme team at the approval
visit confirms content that meets the programme outcomes for DN is contained
within the programme, in both theory and practice elements. DN students tell us
practice supervisors and practice assessors review their field-specific knowledge
during tripartite reviews. Degree apprentice assessors employed by LBU also

support this process for apprentices. Within the field of DN, students tell us they apply their knowledge and skills to nursing in the home with the support of their practice supervisor and practice assessor. Practice supervisors and practice assessors confirm evidence of this application to the field of DN is recorded and reviewed within the e-portfolio during formative and summative assessment of the student.

- 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. Discussions at the approval visit confirm the curriculum provides a balance of theory and practice learning opportunities. Documentary evidence and discussions with the programme team, EPs and PLPs confirm the curriculum is well-structured and cohesive. They tell us the balance of theory and practice placements prepares students well for their future roles as SPQ DNs in both the apprenticeship and non-apprenticeship routes. We find evidence to support that both pathway routes are catered for through flexible programmes of learning.

Arrangements for timetabling and assessment are clear in the programme handbook. The programme team provide detailed documentary evidence, confirmed at the visit, of how the programme outcomes are mapped to the SPCNSPQ. Documentary evidence confirms that both routes meet the SPRP aligned to SPQ DN and offer an equal balance of theory-based and practice-based learning. The programme design and delivery indicate clear progression across its lifespan. Notably, opportunities are available for students to work with experienced higher education team members (up to four hours a week) to ensure access to high-quality learning.

- 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. At the approval visit, students tell us technology-enhanced and simulated learning is delivered within the programme to gain and further develop clinical skills. For example, the use of simulation to develop advanced skills in assessment of the body systems, incorporating the use of electronic manikins which they find valuable in preparation for undertaking the independent and supplementary prescribing module.

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** ☒

The SFNME isn't met at programme level. There's insufficient evidence of adequate and sustainable human resources to support the delivery of the programme. (Condition one)

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** ☒

Documentary evidence and discussion at the approval visit doesn't confirm sufficient and sustainable human resources are in place to deliver the programme, based on the expected number of applicants for both the non-apprenticeship and apprenticeship routes.

Condition one: The senior team must provide documentary evidence that there are sustainable and sufficient human resources to ensure effective academic delivery of the programme. (SFNME R2.15; SPRP R2.1.2)

Date: 6 February 2024

Post event review

Identify how the condition(s) is met:

Condition one: LBU provide an action plan detailing actions identified to ensure that there are sufficient and sustainable human resources to deliver the

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programme for both the non-apprenticeship and apprenticeship routes. The plan confirms that recruitment to a staff vacancy is ringfenced for an additional academic staff member with a DN recordable qualification to increase the staff-to-student ratio from the academic year 2024-2025. The plan identifies reallocation of roles and responsibilities to the wider programme team to manage the proposed higher number of applicants for the new programme. The action plan is signed by senior representatives within the school.

Condition one is met.

Evidence:
Condition one NMC evidence, 4 March 2024

Date condition(s) met: 5 March 2024

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

Standard 3: Practice learning

Approved education institutions must:

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

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

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

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

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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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 <u>evaluative summary</u> 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. Discussions with the senior team, programme team, EPs and PLPs confirm preparations are in place for the recruitment, selection and support of self-employed and/or self-funded students. PLPs and EPs tell us they're aware of the programme's provision for self-funded students and that they're working with the programme team and other partners to plan for this. Strategic EP and PLP leaders and the programme team tell us there's strategic support and planning underway within the school and placement areas to accommodate self-funded students. Documentary evidence, including signed placement agreements with PLPs and EPs, programme recruitment advertisements and interview schedules provide further evidence of effective governance in relation to practice learning.

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

  MET ☒   **NOT MET** ☐

R3.2 is met. Documentary evidence confirms that the practice assessor for SPQ DN students will hold SPQ qualifications that match that of the student's field of

practice. The programme team provide further details at the approval visit of bi-annual conferences for practice supervisors and practice assessors to ensure that they're fully aware of their responsibilities in the support of SPQ DN students and apprentices. The plans that the programme team and PLPs/EPs have in place comply with the SSSA requirements.

Members of the programme team tell us they receive preparation for their roles as academic assessors within the school and attend regular updates provided by the school.

The programme team tell us students attend quarterly student representative forums to feedback on both theory and practice components of the programme. This is confirmed by students at the approval visit who tell us they're encouraged to share their practice experiences and that all feedback is responded to promptly by the programme team. PLPs, EPs, practice supervisors and practice assessors tell us students are also encouraged to be open and to share feedback through tripartite reviews. Students tell us they utilise feedback channels and their concerns are always acknowledged and responded to.

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

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

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.3.3 is met. The e-portfolio for LBU details the development and progression of all students on the SPQ DN programme. Discussions at the approval visit with students and practice assessors provides evidence of a range of learning opportunities that enable students to meet the SPCNSPQ. Students tell us they're able to work with practice supervisors and practice assessors who have the right skills to facilitate their learning and assess their proficiency in the practice setting

to meet the SPCNSPQ aligned to DN. The programme team tell us the students' progress is reviewed at each tripartite meeting to identify the level of progression achieved. Practice supervisors and practice assessors confirm at the visit that the programme team have an open-door policy for them to raise any concerns about delays in progression or identified additional needs, including setting action plans.

Discussions at the visit confirm a coordinated approach to teaching, learning and practice placements through the active engagement of all programme partners. This supports students' progression to key milestones in their academic and professional journey.

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

    MET ☐   **NOT MET** ☐   **N/A** ☒

Other fields of community nursing in health and social care nursing aren't proposed.

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

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

    YES ☒   **NO** ☐

Provide an <u>evaluative summary</u> 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. We find documentary evidence to support the inclusion of reasonable adjustments to meet students' individual learning needs, with close monitoring and review of the quality of support for students requiring specialist support to access the programme.

At the approval visit, one student with dyslexia tells us they receive excellent support and regular check-ins (three times per month) from their mentor in the disability support team at LBU, as well as learning resources that can be used in the practice setting. They confirm "support is there if you need it". Students with additional needs such as dyslexia benefit from personalised support, access to specialist equipment and additional time allocations during exams. Helpful exchange of students' background information facilitates planning which meets

students' specific learning requirements. Furthermore, students are able to access therapy services such as counselling which promotes their well-being and health. In the event of a failed module, students benefit from focussed support which they confirm gets them "back on track''.

Student representatives at the visit also confirm they receive shared and independent sessions from the programme team for both apprenticeship and non-apprenticeship routes. This helps them to understand and meet the needs of the different routes through the programme.

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.6.2 is met. Documentary evidence confirms that students are required within the e-portfolios to discuss and develop individual learning contracts with their practice supervisors, practice assessor and academic assessor and outline their stage of learning on entering the programme and at regular progression points throughout the programme.

Students also undertake a self-assessment exercise to underpin their reflective practice and provide their practice supervisor and practice assessor with a starting point to offer support and plan for the student's individual requirements. The programme team confirm that this occurs and practice supervisors and practice assessors assure us that the tripartite meetings are held as timetabled, normally online, providing a valuable forum to review the learning needs of students and to develop action plans as necessary to meet any specific issues or address any unmet learning needs.

Practice supervisors and practice assessors tell us they understand how the programme learning outcomes are applied to the students' intended field of community nursing SPQ practice.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met

	YES ☒	**NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met	**YES** ☒	**NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 6 February 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 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

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

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

MET ☒   **NOT MET** ☐

R4.1 is met. Documentary evidence and discussion at the approval visit demonstrates that students are supported, supervised and assessed in compliance with the SFNME. Practice supervisors and practice assessors confirm they're prepared for their roles both by LBU and in practice. Documentary evidence and the programme team confirm they receive preparation from LBU for their roles as academic assessors. The programme team hold bi-annual conferences for practice supervisors and practice assessors which they're required to attend. PLPs confirm they release staff to attend the forums and there's a mandate for attendance for all staff who will be supporting SPQ DN students. They tell us there are sufficient practice supervisors and practice assessors to support the students in practice.

Students tell us at the visit that they feel well supported to achieve, both in LBU and in practice.

At the approval visit, students share with us that assignments can be challenging and intense, especially with the need to balance work, study and family life. They tell us they feel that a greater range of assessment types would be helpful and could work to their individual strengths, alongside the essays and reflections on practice that form the majority of assessments for the modules. The programme team are therefore advised to consult with stakeholders and consider the range of assessments within the curriculum, focusing on a more flexible and inclusive range of assessment options for students. (Recommendation one)

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

MET ☒   **NOT MET** ☐

R4.2 is met. Arrangements for support and supervision are effective and contribute to students' positive learning experiences. The bi-annual practice teacher conference provides an effective forum to update knowledge and skills of practice supervisors, practice assessors and academic assessors to support the SPQ DN

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students through the programme. PLPs and EPs tell us at the visit that attendance at the conferences are mandatory for practice assessors who'll be supporting SPQ DN students. They find the conference to be inclusive and ideas focused. Practice supervisors and practice assessors tell us they're consulted throughout the process of developing the new programme and their feedback is incorporated into the curriculum.

The e-portfolio records and monitors student progress through both routes of the programme. PLP and EP representatives at the visit tell us they've engaged fully in preparations for the new programme, including feeding back on course curriculum content and documentation, as well as their own preparation to enable support of students undertaking the programme.

- 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. Students at the visit describe the learning environment as "warm and welcoming". Documentary evidence and discussions at the approval visit confirm practice supervision, as well as practice and academic assessment, complies with the SSSA. Evidence of signed PLP and EP agreements with LBU are provided by the programme team, confirming that resources are in place to support students on community SPQ programmes for the field of DN. An academic assessor with community SPQ qualifications in DN forms part of the programme team and leads on the SPQ DN awards for LBU.

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** ☐

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- 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 <u>evaluative summary</u> 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. During the visit, we're able to explore the specific preparation of practice assessors for the new programme prior to commencement and during programme delivery. The programme team have a specific programme of preparation for practice supervisors and practice assessors, including a bi-annual conference to provide updates and meet with the practice assessors. At the visit, we meet with experienced and well informed SPQ DN practice assessors who assure us of their commitment to the support of students on the programme.

- 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. During the visit, we discuss with the programme team, PLPs and EPs if this scenario occurs and under what circumstances. PLPs and EPs confirm there are sufficient practice supervisors and practice assessors to fulfil the separate roles. LBU are aware and have processes in place should these exceptional circumstances occur in the future, however it's not anticipated.

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

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

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

  N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☐   **NO** ☐   **N/A** ☒

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

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

YES ☒   **NO** ☐

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

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

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse practice (R4.9.2)

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☐ **NO** ☐ **N/A** ☒

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

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met

YES ☒ **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to supervision and assessment are met

YES ☒ **NO** ☐

Outcome
Is the standard met? MET ☒ NOT MET ☐   **Date:** 6 February 2024

Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: MET ☐ NOT MET ☐   N/A

Standard 5: Qualification to be awarded

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

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

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

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

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

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

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

Findings against the standards and requirements

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

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

  YES ☒   **NO** ☐

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☐   **NO** ☐   **N/A** ☒

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

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met

YES ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐

Date: 6 February 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

Section four

Sources of evidence

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐
If you stated no above, please provide the reason and mitigation: There's no student university handbook produced by LBU. University information is provided through the programme handbook.		
List additional documentation: Post visit evidence to meet conditions: Condition one NMC evidence, 4 March 2024 Condition two LBU met confirmation, 5 March 2024		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Six students in total: Two x year one SPQ DN apprentices (2023) Two x year two SPQ DN apprentices (2022) Two x full-time year one SPQ DN students (2023)		
People who use services and carers	☒	☐
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)	☐	☒
Library facilities	☐	☒

Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☒	☐
Practice learning environments	☐	☒

If practice learning environments are visited, state where visited/findings:		

System regulator reports reviewed for practice learning partners	☒	☐

If yes, system regulator reports list:
Calderdale and Huddersfield NHS Foundation Trust, 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 Hospitals NHS Trust, CQC inspection report, 16 November 2022
St James University Hospital; Leeds Teaching Hospitals NHS Trust, 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 provider of NMC programmes therefore inspection of resources and facilities isn't required.

Additional comments:
None identified.