

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	Northumbria 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>
<p><b>Title of programme(s):</b></p>	<p>Postgraduate diploma Specialist Community Public Health Nurse (Health Visiting)</p> <p>Postgraduate diploma Specialist Community Public Health Nurse (School Nursing)</p> <p>Higher Apprenticeship in Specialist Community Public Health Nursing (Health Visiting)</p> <p>Higher Apprenticeship in Specialist Community Public Health Nursing (School Nursing)</p>
<p><b>Academic levels:</b></p>	
<p>SCPHN health visiting</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SCPHN health visiting with integrated independent and supplementary prescribing (V300)</p>	<p><input type="checkbox"/> England, Wales, Northern Ireland Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>

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

	<input type="checkbox"/> Level 11
SCPHN school nurse apprenticeship	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
<b>Date of approval visit:</b>	5 March 2024
<b>Programme start date:</b>	
SCPHN health visiting	23 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	

SCPHN school nurse	23 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	23 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN school nurse apprenticeship	23 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: Carole Trespaderne Lay Visitor: Doug Carr

## Section two

### Summary of review and findings

Northumbria University (NU) is an approved education institution (AEI). They propose a postgraduate diploma (PGDip) in specialist community public health nursing (SCPHN) in the fields of health visiting (HV) or school nursing (SN), via full time (FT) and part-time (PT) routes. They also propose a higher apprenticeship in SCPHN HV or SCPHN SN both with FT and PT routes. All routes are supported by the practice learning partners (PLPs) and employer partners (EPs) to support the local development of the SCPHN workforce. There is strong evidence of partnership working with all stakeholders.

The programme meets the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023) and are mapped to the Standards of proficiency for specialist community public health nurses (SPSCPHN) (NMC, 2022).

The apprenticeship routes are also mapped to the Institute for Apprenticeships and Technical Education (IfATE) standards and successful completion of each of programme provides eligibility to apply for registration as a SCPHN HV or SN. There is no exit award leading to NMC SCPHN registration. The programme doesn't include the independent and supplementary prescribing (V300) programme.

The PLPs and EPs for the PGDip SCPHN and for the HA (Higher Apprenticeship) for both HV and SN fields are:

- North Tyneside Local Authority
- Newcastle Upon Tyne Hospitals NHS Foundation Trust
- Harrogate and District NHS Foundation Trust
- South Tyneside and Sunderland NHS Foundation Trust

Statements of compliance and placement capacity agreements are provided by all PLPs and EPs. A nursing placement agreement and an addendum to placement agreement is also in place for all PLPs.

The programme is developed in partnership with PLPs, EPs, students and people who use services and carers (PUSCs).

SPSCPHN are mapped across the programme to ensure that there's ongoing achievement of these throughout the programme.

There's HV and SN specific practice assessment documents (PADs) and separate PADs for the HV and SN PT routes. The PAD is not shared with any other university. The PADs are co-produced with PLPs, PUSCs and students.

There are approved and sufficient academic resources and governance processes in place to confirm placement capacity and the quality of placement learning for any increases in student numbers.

There are application routes for those who've secured a sponsored or commissioned place with an NHS or non-NHS employer, apprentices and self-employed/self-funded applicants.

Apprenticeship recruitment is completed in partnership with employing organisations and strives to enable candidates who are often underrepresented in SCPHN programmes to apply. Entry onto SCPHN apprenticeship programmes is supported by NU in partnership with NHS and local authority partners to meet both workforce demand and to facilitate career progression for individual employees.

NU have established processes in place to assure the quality and continuous improvement of education in theory and practice learning. There's confirmation of exceptional reporting processes to the NMC where there are risks to the safety and quality of student learning, including relevant outcomes from external regulator reports. NU academic regulation policy and procedure set out the internal annual reviews of programmes.

Detailed student population and diversity data aren't currently available at a programme level for existing SCPHN programmes. Focused areas for future monitoring relate to monitoring equality, diversity and inclusion (EDI) data and action taken around any emergent differential attainment.

The SCPHN programme has a recruitment strategy in place working in partnership with PLPs and EPs to widen the reach for certain groups currently underrepresented within the programmes. At a faculty level student EDI data alongside performance, progression and outcomes are monitored by the director of EDI and the student success sub-committee. This is part of monitoring against NU's access and participation plan for the Office for Students.

The approval visit is undertaken face-to-face.

The programme will be delivered at the NU Coach Lane campus.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level.

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

The programme is recommended for approval subject to two university conditions being met.

Updated 9 April 2024:

NU have confirmed that the two university conditions have been met. The programme is now recommended 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> None identified.</p> <p><b>Selection, admission and progression:</b> None identified.</p> <p><b>Practice learning:</b> None identified.</p> <p><b>Assessment, fitness for practice and award:</b> None identified.</p> <p><b>Education governance: management and quality assurance:</b></p>



	<p>Condition one: To confirm variation order requirements with appended supporting NMC evidence. (University condition)</p> <p>Condition two: Higher apprenticeship programmes only: Revisit documentation in line with feedback provided. Provide a delivery schedule outlining all new learning and off-the-job hours. Identify the correct programme length of 54 FT weeks and 106 PT weeks within all documentation. (University condition)</p>
<b>Date condition(s) to be met:</b>	9 April 2024
<b>Recommendations to enhance the programme delivery:</b>	None identified.
<b>Focused areas for future monitoring:</b>	Monitor EDI data and action taken around any emergent differential attainment.

<b>Programme is recommended for approval subject to specific conditions being met</b>	
<b>Commentary post review of evidence against conditions:</b>	
<p>NU have confirmed that the two university conditions have been met. The programme is now recommended for approval.</p>	
<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<b>Date condition(s) met:</b>	9 April 2024

**Section three**

### NMC Programme standards

Please refer to NMC standards reference points:

*Standards for post-registration education programmes* (NMC 2022, updated 2023)

[Standards of proficiency for specialist community public health Nurses](#) (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:**

R2.2 ensure programmes are designed to meet proficiencies and outcomes relevant to the programme

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.**

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

There are established NU processes providing channels of communication with PLPs and EPs at strategic and operational levels to ensure effective partnership working and co-production of the programme. NU, PLPs and EPs confirm that they meet regularly to evaluate and review the ongoing governance of the programme.

In the documentary evidence and at the visit, examples of programme decisions made in co-production include the decision not to include the V300 prescribing programme, the balance of theory and practice, the number of public health experience days and the development of the PADs. There's also been retention of

valued assessments such as the objective structure clinical examination (OSCE) which are modified to reflect the SPSCPHN.

Practice assessors and practice supervisors tell us they're involved in programme development including discussion of the PADs which assess core and field SPSCPHN for HV or SN. They tell us that they value the 12 weekly progress meetings for all fields and routes.

PLPs and EPs tell us they confirm a commitment to ensuring protected learning time. They tell us that they fully support the inclusion of simulated practice learning (SPL) as an opportunity to achieve proficiencies. PLPs and EPs support shared delivery of SPL with practice supervisors and practice assessors and the academic team to provide practice assessment opportunities and proficiency sign off as appropriate. The programme team confirm that academics can step in as practice assessor for SPL if required ensuring the academic assessor isn't simultaneously the practice assessor for that student.

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

Documentary evidence, students and new SCPHN graduates at the approval visit confirm that they've been able to contribute their views to the development of the proposed programme. They give us examples of how their evaluation informs aspects of the programme for the next cohort and in the development of the new programmes. One example is the spacing out of formative and summative assessments.

Module specifications provide documentary evidence and the programme team tell us that there's shared learning between HV and SN fields to ensure a holistic understanding of working with children and young people and their families and carers from the context of their own field of practice.

Some learning is also shared with district nursing students on the specialist practice qualification (SPQ) programme. Opportunities to explore multi-disciplinary working are provided in inter-professional learning opportunities (IPL), for example a safeguarding IPL session brings together HV and SN students with social work,

primary education, police and midwifery students to learn complex decision-making skills and apply advanced communication through simulation. Documentary evidence and students confirm opportunities to explore working with other professionals and agencies in the wider context of public health.

The AEI tells us that listening to the student voice is central to the programme and students confirm that they feel heard and their views are valued. Students confirm that all module and practice learning are evaluated. The actions taken as a result of feedback are included in the module information section of each module for the year it was delivered.

Students tell us that academic staff check in with them at the start of each session and that there are clear channels of communication to raise urgent issues. Students confirm that they have a student representative for each field and route and meet with the programme team and faculty senior leadership to review and feedback on experience.

Students tell us they're well supported by practice assessors and practice supervisors. PLPs, EPs and the programme team tell us that students' practice evaluations are recorded on online via the ARC practice education profile (PEP) - north-east regional audit and evaluation tool. Documentary evidence, EPs and PLPs tell us that feedback to placement areas is managed at local and university level.

NU have a strategy for and commitment to the involvement of PUSCs in their programmes. NU uses a variety of PUSCs in the development and continued maintenance of its health-based programmes. A faculty strategy document is in place which outlines opportunities for involvement of PUSCs. A handbook, designed for use by PUSCs, outlines the NUs position regarding involvement, health and safety information, payment structure (including potential impact on benefits), the range of opportunities for involvement and working contractual arrangements. PUSCs tell us that they are involved in curriculum development, recruitment, teaching and student assessment. At the visit, PUSCs tell us they see the impact of their input and feedback in the proposed programme. They provide examples of their current involvement with OSCE scenarios and sharing their lived experiences with students. 'The expert by experience' handbook provides important and useful information on expectations surrounding the PUSC role. PUSCs confirm that they're provided with preparation, support and training including EDI training to support their recruitment role.

PUSC representatives are eager to increase PUSC input into the programmes but tell us about the challenges faced by PUSCs in being able to attend due to caring responsibilities. The programme team tell us about plans to grow and evolve the PUSC involvement.

PUSC feedback is included in evidence required within the PAD and students are supported by PLPs and EPs to gain this feedback.

NU have developed a range of IPL experiences for healthcare programmes that is based on recognising similarity and valuing differences in professional aspects of practice and focusing on the development of inter-professional knowledge and inter-professional skills. The programme team and students give examples of IPL. Students tell us about the positive impact of their IPL experiences and the opportunities for peer learning with the SPQ students.

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 part of the SCPHN 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:

15 January 2020

## Student journey through the programme

### Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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



- R1.4 provide opportunities that enable eligible NMC registered Nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme
- R1.5 confirm that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected learning time, to enable students to undertake and be appropriately supported throughout the programme
- R1.6 consider recognition of prior learning that is capable of being mapped to the:
- R1.6.1 programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health Nurse practice
- R1.6.2 programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice
- R1.7 where programmes intend to offer SCPHN and/or SPQ students admission to an NMC approved independent/supplementary (V300) prescribing programme consider recognition of prior learning that is capable of being mapped to the *Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers for applicants*, and
- R1.8 where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing qualification to SCPHN and/or SPQ students, ensure that the applicant is a registered Nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry.

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

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

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

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

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

**Findings against the standard and requirements**

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

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

YES  NO  N/A

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

N/A

An SPQ programme isn't proposed.

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

YES  NO

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

YES  NO  N/A

- 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. Documentary evidence and senior AEI colleagues, EP and PLP meetings at the visit confirm that arrangements and governance structures are in place to support practice learning. NU have processes to ensure placement agreements and audits are in place and reviewed this includes processes to monitor the safety and quality of SCPHN practice environments. Feedback to placement areas is managed at local and university level. Programme documentation and meetings with EPs and PLPs confirm NMC requirements are met including protected learning time.

There are processes to monitor the safety and quality of SCPHN practice environments and to ensure feedback to placement areas. The student experience is central with established processes for student voice and student evaluation, together with annual monitoring of the quality of the SCPHN programme.

At the visit student, EPs, PLPs and the programme team confirm the process for placement evaluation via the ARC PEP - north-east regional audit and evaluation tool. The practice placement area and their education lead can review all evaluations.

Students tell us that they know the process to raise concerns about their learning experience in a timely manner and are supported to do so.

A NU policy on student disciplinary rules details information about the way the NU hears concerns around fitness to practise (FtP) detailing responsibilities of individuals concerned and the processes by which such claims are reviewed and acted on. Documentation states that handbooks for all NMC programmes contain information on the responsibilities of students regarding professional duty of candour, openness and honesty all of which are emphasised prior to placement experience. At the visit students confirm that this is the case. Evidence is provided that confirms that FtP is assessed via Disclosure and Barring Service (DBS) checks when students enter programmes and at appropriate points throughout the duration of their programme.

At the visit students confirm that information is provided at various stages in the programme. This information is provided on entry to the programme and continued through meetings with personal tutors, through programme handbooks and via the

PAD. Students receive timetabled preparation and reflective sessions prior to and after clinical placement with their personal tutor.

There are processes in place for students to raise concerns. At the visit students, EPs, PLPs and the programme team confirm that progress review meetings take place every three months across all SCPHN routes. The practice assessor, practice supervisor and academic assessor provide formative feedback, for apprentices this is alongside a workplace coach. EPs, PLPs and students tell us that they value the 12 weekly progress meetings for all fields and routes. Clear processes are in place to record and to review action plans.

At the visit practice supervisors and practice assessors give details about the processes they follow to raise concerns about students on the programmes and the support and guidance provided to enable them to undertake their role here.

At the visit the programme team and PLPs confirm processes are in place for self-employed self-funded applicants. There's a clear governance process to enable opportunities for eligible self-employed or self-funded applicants to undertake safe, quality SCPHN HV or SN practice learning experiences. The applicant follows the same recruitment process for selection as any other SCPHN applicant.

EPs, PLPs and NU confirm that all interviews are completed in partnership. If the applicant is self-funding and requires a placement, NU make all efforts to identify a placement area from one of the partner organisations already involved in the programme. Any applicant who is from an area not already covered under partnership agreements is visited by the programme team or practice learning tutors and a practice placement audit undertaken. For all self-funding applicants DBS and occupational health checks and any required mandatory training is undertaken by NU.

At the visit EPs and PLPs tell us that they provide placements for students from different AELs. The practice placement team use the ARC placement management system to record capacity for each area and only allocate the known capacity. Documentation, students, EPs and PLPs confirm there's ongoing supervision and support for students in practice. Students are allocated a practice supervisor and practice assessor and there's an induction period at the beginning of the programme. There are opportunities for formative practice assessor feedback throughout the programme for all routes. Students tell us there's good support for practice learning and clear processes to declare and receive support for

reasonable adjustments in relation to their learning needs and personal circumstances.

**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

There's no NMC approved independent and supplementary (V300) prescribing programme included.

- 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

There's no NMC approved independent and supplementary (V300) prescribing programme included.

**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.**

Documentary evidence and meetings at the approval visit indicate that there's no transfer of students planned by NU. At the meeting NU confirm that any student currently enrolled on the existing SCPHN programme and may be required to take a break in study or have extenuating circumstances resulting in an extension of programme, will be able to return and complete their existing programme.

If this arises, the programme lead will work with academic registry and will ensure that this programme provision remains available to allow a student to return to the stage they stepped off their original programme under the previous SCPHN standards.

**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

**Outcome**

**Is the standard met?**

MET  NOT MET

**Date:** 5 March 2024

**Post event review**

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

N/A

**Date condition(s) met:**

N/A

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

MET  NOT MET

N/A

## Standard 2: Curriculum

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

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

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

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

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

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

R2.4 state routes within the programme for:

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

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

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

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

R2.5 ensure programme learning outcomes reflect the:

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

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

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

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

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

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

R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within

community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care  
R2.7 set out the content necessary to meet the programme outcomes for each intended field of:

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

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

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

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

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

R2.11 ensure programmes are:

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

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

*Standards framework for nursing and midwifery education*, specifically R1.9, R1.13; R2.2, R2.15, R2.16, 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

There's no NMC approved independent and supplementary (V300) prescribing programme included.

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

There's no route for students to enter the SCPHN register for the public health nurse qualification 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. Documentary evidence and meetings at the visit confirm that there's general and professional content necessary to meet the core and field of SPSCPHN HV or SN.

There are core programme outcomes for both fields. The programme comprises one 40 credit module, two 30 credit modules and one 20 credit modules at level

seven taken over a 52 week period for FT routes and 104 weeks for PT routes. At the visit the programme team confirm that students on direct entry SCPHN students and SCPHN apprentices will be taught together throughout the programme. PT students will be taught with FT students on their respective modules each year. There is also opportunity for shared learning with students in the specialist community programmes (SPQ) for some module content delivery. There are field specific action learning sets to facilitate development of learning in context to their specific area of intended practice, these are facilitated by academic staff with experience in their field of practice such as HV, SN or district nursing. At the approval visit school nurse students say that they have a strong sense of belonging and school nurse identify. They say that the SN field lead facilitates this with strong relationships between the programme and SN student alumni.

All modules include specific content to support the assessment of core and field specific proficiencies within the specific field of practice. Whilst undertaking modules students undertake practice learning within the context of their field of practice with a field specific practice assessor and practice supervisor. Throughout the programme all module assessments are undertaken from the perspective of the specific field of practice.

Documentation shows mapping of module learning outcomes and the PADs to the SPSCPHN and for the apprenticeship route to the IfATE standards and indicates where core and field specific SPSCPHN are met for HV and SN. This is reflected in separate PADs for HV and SN where core and field specific proficiencies are demonstrated. All elements of the theoretical programme and the field specific PAD must be completed to demonstrate that core and field specific proficiencies are met by the end of the programme.

- 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. The programme documentation and module specifications detail the programme content. A mapping document demonstrates how the completion and achievement of all modules and module assessment is required to achieve the SPRP.

All assessment is completed within the context of the field of HV or SN. This includes the achievement of the PAD in which all core and field specific SPSCPHN must be assessed and passed within a field specific SCPHN placement.

Module outcomes are mapped to the programme outcomes and to the SPSCPHN for each field of practice. Programme documentation confirms that all modules are compulsory and must be passed for the SCPHN programme to be achieved. At the visit NU confirm that the SCPHN programme does not allow compensation to be applied within the programmes and programme documentation also clearly states this.

- 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. Documentary evidence confirms there's a balance of theoretical and practice learning opportunities over the length of the programme. There's an overall programme schedule which demonstrates how the programme is structured with balanced opportunities for theoretical and practice learning.

Programme documentation confirms the FT programme structure where module learning is spread over three terms with the final term being mainly practice learning. The PT programme structure identifies that taught module learning is spread over the first three terms for both years with the final terms for both years being mainly practice learning.

There's a blended learning approach used. This includes face-to-face and practice learning activities, e-lectures and other online learning, resources, materials and information and develops digital skills through the NU virtual learning environment Blackboard. Modules are mainly balanced between face-to-face teaching, online learning and field specific action learning. Specialist field lecturers ensure application to HV or SN fields.

- 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. Documentary evidence and the visit confirm that NU have resources to support technology enhanced and simulation opportunities.

The programme documentation details the programme delivery schedule and demonstrates that there's a balance of theory and practice used. A range of learning, teaching and assessment strategies are demonstrated in the module specifications. This includes lectures, scenario-based activities and tutorials, seminars, action learning, online interactive activities, practical workshops, simulation events within the Clinical Skills centre, virtual reality experiences and simulated practice learning as well as practice learning.

The assessment strategy is varied. Students tell us at the visit how much they value the inclusion of an OSCE as part of this. At the visit PUSCs tell us about their role in the delivery of the OSCE and providing feedback to students.

Simulation and simulated case studies are used to rehearse aspects of practice, including aspects of interprofessional practice provide. At the visit students and the programme team tell us about simulation opportunities around complex decision-making skills and apply advanced communication. Students tell us how much they value the IPL safeguarding simulation. SPL is embedded proportionately across the programme to a maximum of six days.

Programme documentation identify other examples of planned simulated practice, including complex safeguarding decision making, mental health, bereavement, transition from looked after child, assessment and intervention for atypical behaviour and anomalies in child development and demonstrating business acumen.

SPL adheres to the SSSA requirements. At our visit NU tell us about the processes that are in place to ensure that a specific educational audit is completed for SCPHN SPL environments hosted by NU.

SPL is delivered in partnership with PLPs and EPs. NU academic assessors can act as practice assessor if required, they will not be the students' academic assessor concurrently and will be registered on the same part of the register as the students intended field of practice, to comply with the SSSA.

Students have access to the NU virtual learning environment for online resources. At the visit the programme team give us examples including how students are involved in podcasts and the use of virtual reality headsets for the simulation of safety within the home. They also tell us about a digital learning workshop that enables students to explore social media using different platforms and how the use of an actor as a teenage mum helps simulate practice.

**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: 5 March 2024

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

**Standard 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, R2.12; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12*

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

### Findings against the standard and requirements

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

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

**MET**  **NOT MET**

R3.1 is met. Documentary evidence and meetings during the visit confirm that there are suitable and effective arrangements and governance for practice learning in place for all students. All SCPHN placements are audited, evaluated and reviewed.

There's a process for identifying and acting on external regulator concerns and for escalation to the NMC. There's a NU process to agree that a new PLP will be able to meet the requirements of SPRP and the practice learning opportunities necessary to meet SCPHN proficiencies.



NU have processes to monitor, and quality assure practice learning opportunities that enable students to develop, progress and meet the SCPHN SN and HV standards of proficiency in settings that comply with the SSSA requirements. The SCPHN programme lead works in partnership with employers to ensure effective placements are allocated for each student entering the SCPHN programme. Individual circumstances are taken into consideration such as a need for reasonable adjustments and location of placement setting.

Student feedback regarding placement allocation, quality of learning opportunities and experiences are reviewed and any actions requiring allocation of placements would be part of discussions with employers for current and future SCPHN students.

At our visit EPs, PLPs and students say that for some EPs students will be allocated more than one practice placement area. Students tell us that an exposure to a second placement is evaluated by students as a positive learning opportunity which provides wider scope of experience across diverse communities.

Students are provided with a practice learning guidance document outlining key information and processes. Programme documentation and students at the visit say in the first week of practice PLPs complete a student placement induction checklist identifying key information, contact information and relevant policy including raising and escalating concerns.

There are quarterly placement review meetings that the practice supervisor, practice assessor and academic assessor for all learners across SCPHN programmes to ensure progress is supported and opportunities for learning are identified and maximised. For apprentices this includes the workplace coach.

All students are monitored and receive support to ensure that they're gaining the experience required to achieve the SPSCPHN in the practice setting.

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

**MET**

**NOT MET**

R3.2 is met. Documentary evidence and meetings at the visit confirm that all SCPHN HV or SN students and apprentices will have an allocated placement area with an identified practice assessor and practice supervisor agreed in partnership with the EP/PLP. Documentary evidence and meetings at the visit confirm the roles and responsibilities of the student practice supervisor, practice assessor and academic assessor.

All students have a personal tutor and apprentices also have a workplace coach. Students are provided with student facing documentation and preparatory sessions to understand their own responsibilities for learning and roles of practice supervisors, practice assessors and academic assessors in practice learning. Documentary evidence says that during the onboarding process the programme team and when required, the practice learning tutors work with the areas supporting practice placement to ensure that all practice assessors and practice supervisors have the required qualifications and training to undertake the roles.

NU review and record evidence of practice assessor and practice supervisor qualifications and training and hold it within the ARC system managed by the practice placement team. Any practice assessors and practice supervisors who require training will be supported to complete this by NU and PLPs.

Documentary evidence and meetings at the visit confirm that SCPHN students are allocated a practice supervisor and practice assessor with a SCPHN qualification and experience in the same field of practice.

The detailed programme delivery schedule shows that there's an onboarding week followed by two weeks of practice providing an opportunity for students to meet practice supervisors and practice assessors and for general orientation and induction.

The PAD requires students to take responsibility for their own learning. Students are expected to keep a diary log of experience achieved during the programme to support reflection on personal experience throughout. Students' self-assessment is also built into the PAD. Students' progress is reviewed in partnership between NU and PLPs a minimum of every three months for both FT and PT learners and more frequently if needed.

There is a process for preparation and ongoing continuous professional development (CPD) for academic assessors. Support for academic assessors goes beyond preparation, as ongoing support for the role is essential.

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. Documentary evidence and meetings at the visit confirm that practice learning is a required element of the proposed programme and routes. The PAD programme documentation stipulates 60 percent of the programme hours will be in practice, the placement record of attendance form allows for the documentation of this and identifies any missed hours.

Both the FT and PT course plan demonstrates that practice learning takes place over the whole four terms of the programme. The documentation confirms that placements are audited for the range of learning opportunities offered to SCPHN students and learners.

There's a practice learning handbook which outlines responsibilities for supporting student learning opportunities. Documentary evidence and at the visit EPs, PLPs and NU tell us that there's practice assessor and practice supervisor workshops held for update and development.

EPs, PLPs and NU tell us that the bimonthly practice assessor and practice supervisor workshops operate a partnership approach, with feedback from each employing organisation, information regarding developments, research, strengths, and challenges in practice placement areas. This ensures that the programme team are cognisant of issues and advancements in SCPHN practice across the region.

The workshops promote opportunity for EPs and PLPs to ask questions and have open dialogue with the SCPHN programme team. EPs and PLPs at the visit tell us this approach promotes a shared learning culture across the organisations.

Proficiencies are recorded in the HV or SN PAD and can be achieved throughout the programme. Student are required to provide evidence for each proficiency. There are separate PADs for FT and PT learners. Progress reviews take place every three months to agree personal learning objectives and relevant learning opportunities. Guidance is given to both FT and PT students about formative assessment opportunities when this should take place and the expected level of practice.

Documentary evidence and meetings at the visit confirm that a minimum of five days is given for public health learning experiences that enhance the breadth of knowledge about wider public health services. There's a process for students to escalate concerns if they're not getting the opportunities to meet their learning needs.

PADs include a process for developing action plans where there are concerns with students' progress. Students, PLPs and the programme team tell us there are regular opportunities to evaluate practice through verbal and written means. There's a SCPHN practice evaluation tool in place.

- 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. Documentary evidence and meetings at the visit confirm that an inclusive approach to curriculum design called design for learning underpins all aspects of the design of teaching, learning and student assessment. The documentation also outlines a range of inclusion, health and wellbeing services offered by the university. Students have occupational health assessment and access to referral (either with employer for NHS funded or with NU for self-funded/self-employed students).

At the visit academic staff, EPs and PLPs say that students are encouraged to disclose individual needs to PLPs so that reasonable adjustments in practice can be discussed and acted upon. At the visit students confirm this. There's a range of support for academic skills and development from NUs student engagement team and the student support and wellbeing service.

A reasonable adjustments policy for NMC approved programmes is in place which seeks to ensure that there are equal opportunities for access to environments in which learning takes place and ensure that no individual or group is treated less favourably than others. The policy details situations where reasonable adjustments may need to be made, providing details on how students are able to access support; clarifies responsibilities for the identification and implementation of reasonable adjustments and outlines procedural steps for implementing reasonable adjustments. EP and PLP staff tell us that they are aware of learners and students' ability to request reasonable adjustments and students also tell us that they are made aware of the mechanisms and processes by which such requests can be made.

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. The programme learning outcomes and structure are set out in the programme specifications and programme handbook, giving an overview of theoretical and practice learning tailored to each term in the programme.

Documentary evidence and meetings at the visit confirm for FT and PT routes, there is a balance of theoretical and practice learning with the first three quarters

of the programme mainly providing learners with both theory and practice learning each week.

Modules are sequential to enable students to build on the learning. For both the FT and PT routes the fourth term of each year cumulates in a period of practice only (for the FT route this is eight weeks and pro rata for the PT programme). The HV and SN PAD is also the ongoing record of achievement (ORA) and supports learners in demonstrating achievement of all required proficiencies in their field.

Documentary evidence shows and meetings at the visit tell us that the programme design and structure of the practice learning schedule provides a framework for tailoring experiences to the student's stage of learning. The programme and PADs are designed to support the student to progress through increasing complexity, culminating in a period of continuous practice learning for all programmes. This structure tailors learning to students' needs in their field of SCPHN practice learning related to the stage of the programme. The PADs provide opportunities each term for student self-assessment and planning as well as progress reviews with students, practice assessors, academic assessors and work-based coaches for apprentices.

Practice documentation provides processes and tools which allow for individual needs to be recorded and learning opportunities planned. NU provides structured support and resources for students requiring additional support.

Students must achieve all assessments and modules to demonstrate that the SPSCPHN and programme outcomes are met.

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

N/A

An SPQ programme isn't proposed.

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

YES  NO

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

YES  NO

Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 5 March 2024	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 4: Supervision and assessment
<p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R4.1 ensure student support, supervision, learning and assessment complies with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>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</p> <p>R4.3 ensure practice supervision, the assessment of practice and academic assessment complies with the NMC <i>Standards for student supervision and assessment</i></p> <p>R4.4 ensure practice supervisors:</p> <p>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</p> <p>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</p> <p>R4.5 ensure practice and academic assessors:</p> <p>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</p> <p>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</p>

R4.6 ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ Nurse for the programme the student is undertaking

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

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

R4.7.1 their intended field of SCPHN practice: health visitor, school Nurse, occupational health Nurse,

R4.7.2 SCPHN public health Nurse,

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

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

R4.8 ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met

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

R4.9.1 their intended field of SCPHN practice: health visitor, school Nurse, occupational health Nurse,

R4.9.2 SCPHN public health Nurse practice,

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

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

*Standards framework for nursing and midwifery education, specifically: R2.12; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17; R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9*

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

### **Findings against the standards and requirements**

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



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

**MET**

**NOT MET**

R4.1 is met. Documentary evidence and the visit confirm that NU processes are in place to oversee the standard of quality and safety of student support, supervision, learning and assessment on the SCPHN programme and to ensure that standards are monitored and met. Documentary evidence demonstrates NU processes for monitoring overall quality and student experience. Signed and dated statements of compliance confirm the placement providers commitment to supporting practice learning, including the time needed for practice supervisors and practice assessors to undertake their role.

Eight members of staff support the SCPHN programme five with a SCPHN HV qualification and three with a SCPHN SN qualification, the programme leader is a current SCPHN HV registrant.

NU have a preparation programme for new academic assessors which includes a period of induction and supervision. New members of the SCPHN programme team and new academic assessors without a higher education teaching qualification are required to work towards this.

At the visit the programme team confirm that a new SCPHN external examiner has been recruited. Documentary evidence and the visit confirm that processes are in place to oversee the SSSA on the SCPHN programme.

There is an established system for evaluating placements and for providing feedback to EPs/PLPs using the ARC PEP tool. EPs/PLPs and students confirm that the processes and communications at NU contribute to ensuring student support. Processes confirm that students will be supported in accordance with the SSSA.

Documentary evidence confirms a raising and escalating concerns policy and procedure for NMC approved programmes is in place which provides guidance to students, academic and practice staff and supports them when concerns may arise in practice placements. EPs and PLPs confirm that there are processes in place to report and escalate any risks to the NMC including exceptional circumstances when the practice supervisor and practice assessor is the same person.

New SCPHN practice supervisors and practice assessors are required to complete the NHSE WTE practice assessor/practice supervisor online module or equivalent certified training which is housed within NU's virtual learning environment. In addition, new practice assessors and practice supervisors complete a short NU specific module that outlines NU specific wellbeing guidance.

All practice supervisors and practice assessors can attend any of the weekly practice support sessions hosted by NUs practice learning tutors for ongoing support. These are delivered via MS teams.

NU SCPHN programme team deliver a preparation session every year for all practice supervisors and practice assessors of SCPHN students as part of the planning and preparation for each new cohort of SCPHN students. The session provides details of the programme, student learning, application to practice, assessing competence for SCPHN proficiency and completion of the PAD and progress review meetings.

The programme lead monitors and records all practice supervisor and practice assessor information including date of completion of preceptorship. New practice supervisors and practice assessors are allocated an experienced academic assessor for the first year to ensure they feel suitably supported.

NU provides a rolling programme for new academic assessors to access training and support. New academic assessors are also supported and able to work in partnership with an experienced academic assessor for the initial period of practice assessment. Academic assessors will complete NU training resource upon employment as an academic staff member. This will be recorded in a database for SCPHN staff alongside other essential training details, such as general data protection regulation (GDPR), EDI, safeguarding and 'Prevent'.

Students confirm that there's frequent opportunities to evaluate theoretical and practice learning and feel that NU is responsive and acts upon student feedback. There are documented processes in place to respond to concerns and complaints.

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

**MET**

**NOT MET**

R4.2 is met. Documentary evidence and the visit confirm good partnership working with PLPs in the co-production of the programme.

Supervised and assessed placements are undertaken with a range of PLPs and EPs. There are contractual arrangements in place to assure safe and quality student learning in line with regulatory standards. The EPs and PLPs provide statements of compliance which include agreement to ensure resources including: an appropriate range practice experience, sufficient audited placement opportunities, appropriately prepared practice supervisors and assessors and an effective network of practice educators to ensure protected learning time in practice.

Practice learning is undertaken in the chosen field of practice. There are processes in place to assign practice supervisors and practice assessors who meet the SSSA and SPRP requirements. Field specific practice assessors support, monitor and assess student achievement of core and field specific SPSCPHN in HV or SN practice. Practice documentation stipulates the requirement to ensure protected learning time.

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 of preceptorship, preparation and ongoing development in a local database and confirming the availability of suitably prepared practice assessors and practice supervisors through educational audit.

There's ongoing liaison and communication with PLP stakeholders. PLPs from all employing organisations are invited bi-annually to the staff and student programme committee (SSPC) meetings. This provides opportunity for stakeholders to be involved in actions and future planning the SCPHN programme. EPs discuss preparation for practice supervisors and practice assessors in these forums and also contact the programme lead with an open access availability.

For practice supervisors and practice assessors there is an annual programme preparation workshop and bi-monthly partnership meetings.

Bi-monthly preparation and support workshops enable practice supervisors and practice assessors to access updates on programme content, delivery and an opportunity to discuss any issues arising.

At the meeting practice supervisors and practice assessors, educational leads and the academic programme team confirm that currently these are available monthly. Two-way communication is emphasised by EPs, PLPs and the programme team. EPs and PLPs provide feedback during partnership meetings and attendance is monitored and included in records are kept for practice assessors and supervisors. EP's and PLP's also deliver local updates.

NU offer weekly MS Teams drop-in sessions for all PLP/EP staff and students who may have concerns. This is aimed at quickly providing support and guidance. The faculty director for practice placements holds monthly meetings with education leads from all sponsoring/employing organisations to discuss organisational governance and quality across all practice placement areas.

There's documentary evidence that the evaluation triggers an alert if students rate practice area questions as low. The alert is sent to the practice area and the practice placement facilitators at an organisational level. PLPs and EPs confirm this. NU are alerted to any poor score in evaluations and record these on a database that identifies any themes of concern. The PLP or EP will complete a response that includes plans on what actions will be implemented to address the concerns raised, this is shared with NU.

Assessment includes observations of the SCPHN student in practice and review of the evidence provided in the students' field specific PAD.

Practice assessors and academic assessors make and document the final judgement on practice proficiency in the PAD on the statement of proficiency form.

- There is evidence that ensures practice supervision, the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment* (R4.3)

**MET**  **NOT MET**

R4.3 is met. Documentary evidence and the visit confirm that students are allocated to SCPHN practice supervisors, practice assessors and academic assessors. The PADs provide opportunities for regular liaison between practice supervisors and practice assessors. The overall confirmation of proficiency is agreed between academic assessors and practice assessors as part of the practice assessment process. Achievement of all theoretical and practice learning is confirmed in an ORA.

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

- Processes are in place to ensure practice supervisors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals (R4.4.1) or  
**YES**  **NO**  **N/A**
- Processes are in place to ensure practice supervisors can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students (R4.4.2)  
**YES**  **NO**  **N/A**
- Processes are in place to ensure practice and academic assessors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ (R4.5.1) or  
**YES**  **NO**  **N/A**
- Processes are in place to ensure practice and academic assessors can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ (R4.5.2)  
**YES**  **NO**  **N/A**

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

- Processes are in place to ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ Nurse for the programme the student is undertaking (R4.6)  
**MET**  **NOT MET**

R4.6 is met. Documentary evidence and meetings at the visit confirm NU, EPs and PLPs work in partnership to allocate students to a practice assessor who is an experienced SCPHN within the relevant HV or SN field of practice.

There's a required period of preceptorship within each organisation. All practice assessors and practice supervisors receive specific preparation for the NU SCPHN programme team. Practice assessors and practice supervisors confirm the close working relationship with NU, including regular meetings with academic assessors and ongoing support with the supervision and assessment of students. A statement of commitment confirms that all practice assessors meet the NMC requirements.

The SCPHN programme lead monitors and records all practice assessor details, including NMC PIN and completion of preceptorship. Educational placement audits confirm that appropriate practice assessors are available within the placement area.

The practice learning handbook developed in partnership with EPs, PLPs and education leads outlines the requirements and roles for a practice Assessor.

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

**MET**  **NOT MET**

R4.6.1 is met. Documentary evidence and the visit confirm processes in place to ensure that the same person fulfils the role of practice supervisor and practice assessor in exceptional circumstances only. NU have a clear process with a flowchart of actions that take place. Where EPs/PLPs identify there are exceptional circumstances occurring this will be escalated to the programme lead and recorded in the student PAD. Documentary evidence, EPs, PLPs and programme team confirm that there's a process in place to report and escalate any ongoing risks to the NMC.

**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

The SCPHN public health Nurse field 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 practice isn't proposed.

<ul style="list-style-type: none"> <li>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</li> </ul> <p style="text-align: right;">N/A <input checked="" type="checkbox"/></p> <p>An SPQ programme isn’t proposed.</p> <ul style="list-style-type: none"> <li>other specified field(s) of community nursing SPQ in health and social care practice (R4.9.4)</li> </ul> <p style="text-align: right;">N/A <input checked="" type="checkbox"/></p> <p>An SPQ programme isn’t proposed.</p>
<p>Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to supervision and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to supervision and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p><b>Outcome</b></p> <p>Is the standard met? <span style="float: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></span></p> <p>Date: 5 March 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: <span style="float: right;">MET <input type="checkbox"/> NOT MET <input type="checkbox"/></span></p> <p>N/A</p>
<p><b>Standard 5: Qualification to be awarded</b></p> <p><b>Approved education institutions, together with practice learning partners, must:</b></p> <p>R5.1 ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters’ level</p>



- 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' degree (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 undertaken 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

There's no independent and supplementary prescribing programme proposed.

- 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

There's no independent and supplementary prescribing programme proposed.

**Fall Back Award**

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

YES  NO  N/A

There's no fall-back exit award with NMC registration proposed.

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: 5 March 2024

**Post event review**

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A		
<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input type="checkbox"/>	<b>NOT MET</b> <input type="checkbox"/>
N/A		

**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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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-</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

registration education programmes (NMC 2022, updated 2023) (Gateway 3)		
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 checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
There is no separate practice learning environment handbook or academic assessor focused information document however the information that would be expected to be within these documents has been combined into an overarching practice handbook.		
List additional documentation:		
None identified.		
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:		

Alumni apprentices - previous cohort 2022-2024 – one SN and six HV apprentices.

Current cohort 2023-2025 cohort - one SN and six HVs.

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)	<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



If yes, system regulator reports list:

Care quality commission (CQC) reports:

- Blackpool Teaching Hospitals NHS Foundation Trust, 19 January 2022
- Blackpool Teaching Hospitals NHS Foundation Trust - Blackpool Victoria Hospital, 1 September 2022
- Bradford Teaching Hospitals NHS Foundation Trust, 9 April 2020
- County Durham and Darlington NHS Foundation Trust, 3 December 2019
- County Durham and Darlington NHS Foundation Trust, Darlington Memorial Hospital, 15 September 2023
- County Durham and Darlington NHS Foundation Trust - University Hospital North Durham, 15 September 2023
- Northumberland, Tyne and Wear NHS Foundation Trust, 26 July 2018

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

NU is an established AEI, a resource check is not required.

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):	Carole Trespaderne Doug Carr	Date:	15 March 2024
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