Programme approval report

Section one

Programme provider name:	University of Northumbria at Newcastle
Programmes reviewed:	**Specialist practice qualification:** Community children's nursing ☒ Community children's nursing with integrated independent and supplementary prescribing (V300) ☒ Community learning disabilities nursing ☐ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) ☐ Community mental health nursing ☐ Community mental health nursing with integrated independent and supplementary prescribing (V300) ☐ District nursing ☒ District nursing with integrated independent and supplementary prescribing (V300) ☒ General practice nursing ☒ General practice nursing with integrated independent and supplementary prescribing (V300) ☒ Health and social care nursing ☒ Health and social care nursing with integrated independent and supplementary prescribing (V300) ☒

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	Community nurse specialist practice (NMC 2022) apprenticeship:
	Community children's nursing apprenticeship ☒
	Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☒
	Community learning disabilities nursing apprenticeship ☐
	Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Community mental health nursing apprenticeship ☐
	Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	District nursing apprenticeship ☒
	District nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☒
	General practice nursing apprenticeship ☒
	General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☒
	Health and social care nursing apprenticeship ☒
	Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☒

Title of programme(s):	PG Dip in Community Specialist Practice Adult Social Care Nursing
	PG Dip in Community Specialist Practice Children's Community Nursing
	PG Dip in Community Specialist Practice General Practice Nursing
	PG Dip in Community Specialist Practice District Nursing
	Higher Apprenticeship in Community Specialist Practice Adult Social Care Nursing
	Higher Apprenticeship in Community Specialist Practice Children's Community Nursing
	Higher Apprenticeship in Community Specialist Practice General Practice Nursing
	Higher Apprenticeship in Community Specialist Practice District Nursing
	Higher Apprenticeship in Community Specialist Practitioner – Community Children's Nursing PT
	Higher Apprenticeship in Community Specialist Practitioner – General Practice Nursing PT
	Post Graduate Diploma in Community Specialist Practitioner – Community Children's Nursing PT
	Post Graduate Diploma in Community Specialist Practitioner – District Nursing FT
	Post Graduate Diploma in Community Specialist Practitioner – Adult Social Care Nursing FT

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	Post Graduate Diploma in Community Specialist Practitioner – Community Children's Nursing FT
	Post Graduate Diploma in Community Specialist Practitioner – General Practice Nursing
	Post Graduate Diploma in Community Specialist Practitioner – District Nursing PT
	Post Graduate Diploma in Community Specialist Practitioner – Adult Social Care Nursing PT
	Post Graduate Diploma in Community Specialist Practitioner – General Practice Nursing PT
	Post Graduate Diploma in Community Specialist Practitioner – District Nursing PT
	Post Graduate Diploma in Community Specialist Practitioner – Adult Social Care Nursing PT
	Post Graduate Diploma in Community Specialist Practitioner – Community Children's Nursing PT
	Post Graduate Diploma in Community Specialist Practitioner – General Practice Nursing PT
	Higher Apprenticeship in Community Specialist Practitioner – District Nursing FT
	Higher Apprenticeship in Community Specialist Practitioner – Adult Social Care Nursing FT

	Higher Apprenticeship in Community Specialist Practitioner – Community Children's Nursing FT
	Higher Apprenticeship in Community Specialist Practitioner – General Practice Nursing FT
	Higher Apprenticeship in Community Specialist Practitioner – District Nursing PT
	Higher Apprenticeship in Community Specialist Practitioner – Adult Social Care Nursing PT
	Higher Apprenticeship in Community Specialist Practitioner – Community Children's Nursing PT
	Higher Apprenticeship in Community Specialist Practitioner – General Practice Nursing PT
	Higher Apprenticeship in Community Specialist Practitioner – District Nursing PT
	Higher Apprenticeship in Community Specialist Practitioner – Adult Social Care Nursing PT
Academic levels:	
SPQ Community children's nursing	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11

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

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

supplementary prescribing (V300) apprenticeship	SCQF ☐ Level 11
SPQ District nursing apprenticeship	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ General practice nursing apprenticeship	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing apprenticeship	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
Date of approval visit:	13 February 2024
Programme start date:	
SPQ Community children's nursing	23 September 2024

SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	23 September 2024
SPQ Community learning disabilities nursing	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community mental health nursing	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	
SPQ District nursing	23 September 2024
SPQ District nursing with integrated independent and supplementary prescribing (V300)	23 September 2024
SPQ General practice nursing	23 September 2024
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	23 September 2024
SPQ Health and social care nursing	23 September 2024
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	23 September 2024
SPQ Community children's nursing apprenticeship	23 September 2024
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	23 September 2024
SPQ Community learning disabilities nursing apprenticeship	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community mental health nursing apprenticeship	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ District nursing apprenticeship	23 September 2024
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	23 September 2024

SPQ General practice nursing apprenticeship	23 September 2024
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	23 September 2024
SPQ Health and social care nursing apprenticeship	23 September 2024
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	23 September 2024
QA visitor(s):	Registrant Visitor: Georgina Ritchie Lay Visitor: Sandra Stephenson

Section two

Summary of review and findings
Northumbria University at Newcastle (NUN) is an approved education institution (AEI) and an established provider of post registration community nursing specialist practitioner district nursing (SPQ DN) and independent and supplementary prescriber (V300) programmes. The department of nursing, midwifery and health in the faculty of health and life sciences (the faculty) present for approval SPQ programme routes in adult health and social care nursing (HSC), children's community nursing (CCN), general practice nursing (GPN) and district nursing (DN). The academic level seven postgraduate diploma (PgDip) apprenticeship and direct entry routes are offered on a full- and part-time basis. NUN offer integrated V300 and non-V300 options across all proposed routes. The programme is delivered at the Coach Lane Campus. The programme is mapped against the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018, updated 2023), the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023), the Standards for post registration programmes (SPRP) (NMC 2022, updated 2023), the Standards of proficiency for community nursing SPQ (SPCNSPQ) (NMC, 2022) and the Royal Pharmaceutical Society (RPS) competency framework for all prescribers (RPS, 2021). The full-time programme is delivered over 52 weeks, the part-time programme is delivered over 104 weeks. A minimum number of five students are required on all four routes, across the full-time and part-time, apprenticeship and direct entry routes. All routes are recruited to ensure that there's a minimum number of 20 students. Employer partners (EPs) and practice learning partners (PLPs) confirm support for the proposed routes. All proposed EPs attend the visit and confirm a commitment to support the programme intentions. Signed statements of commitment are in place for the Newcastle upon Tyne Hospitals NHS Foundation Trust, Northumbria Healthcare NHS Foundation Trust, Gateshead Health NHS Foundation Trust and South Tyneside and Sunderland NHS Foundation Trust. PLP signed learning agreements are in place. The approval visit is undertaken face-to-face. There's evidence of a process in place at faculty level that includes scrutiny of equality, diversity and inclusion (EDI) data and attainment differential between SPQ students. It's the responsibility of the faculty director of EDI and the student success sub-committee to monitor the outcomes of this process that also includes student performance, progression and achievement.

There's evidence that the programme is developed in partnership with EPs, PLPs, students and people who use services and carers (PUSCs). The programme aims to develop SPQ community nurses who can successfully meet the contemporary health and wellbeing needs of individuals, local communities and populations. There's evidence of collaborative partnership working between NUN and stakeholders across the programme. NUN are part of the northeast (NE) DN higher education institutions (HEI) provider group and the pan-England practice learning group (PLG) with responsibility for ensuring the implementation and monitoring of the SSSA in practice learning environments including ensuring the quality and safety of practice learning.

There are established processes in place to assure the quality, safety and ongoing enhancement of theory and practice learning. There's assurance that NUN, EPs PLPs and other local AEIs work collaboratively to address when risks to the quality and safety of practice learning are identified through system regulator reporting. There's evidence of partnership processes to address practice learning concerns and where required exceptional reporting to the NMC. There's evidence that NUN work collaboratively with EPs, PLPs and local AEIs to respond to any adverse Care Quality Commission (CQC) reporting.

Successful completion of the programme provides eligibility for SPQ and V300 annotations on the NMC register. Programme documentation doesn't confirm that V300 can't be awarded if the requirements of the SPQ aren't successfully achieved.

There's some evidence of a partnership process that supports students undertaking the adult SPQ HSC route. NUN, EPs and PLPs ensure that students are assigned to practice assessors who are experienced community SPQ practice assessors and practice supervisors who are prepared for the role. They can't however confirm how governance processes ensure that practice assessors and practice supervisors can support and contextualise V300 learning to the adult SPQ HSC route.

Inter-professional learning (IPL) is supported across theory and practice learning. Students learn with specialist community public health nursing (SCPHN) and V300 students across shared modules. In practice learning environments they have opportunities to work with a range of community specialist teams.

There's evidence of a commitment to include PUSCs across the proposed programme. PUSCs contribute to programme development, recruitment and selection processes, delivery, IPL opportunities, assessment and programme evaluation. There's a designated PUSC lead in place to support their involvement. It's not clear that there's consistent recording and monitoring of the preparation of PUSCs who're involved across the programme.

NUN present a practice assessment document (PAD) that's specific and contextualised to the proposed NUN SPQ programme.

The SFNME and SSSA aren't met at programme level as conditions apply.

The programme is recommended for approval subject to three NMC conditions and two university conditions. One university recommendation is applied.

Updated 10 April 2024:

NUN provide evidence to meet the NMC conditions. NUN confirm the two university conditions are met. The conditions are met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐ Programme is recommended for approval subject to specific conditions being met ☒ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** Condition three: Provide an implementation plan that details how NUN record and monitor how PUSCs are prepared to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. (SFNME R1.12, R2.7, R5.14) **Selection, admission and progression:** None identified. **Practice learning:** Condition two: Provide evidence of EP and PLP commitment to the inclusion of the V300 in the SPQ adult HSC route and articulate the governance processes to ensure practice assessors and practice supervisors can support and contextualise the scope

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<table>
<tr><td></td><td>of prescribing practice to SPQ adult HSC. (SSSA R3.4, R7.4; SPRP R1.5, R2.3, R3.1)

Assessment, fitness for practice and award:

Condition one: Make it explicit in all documentation that if independent and supplementary prescribing (V300) is successfully passed, but the award/SPQ qualification is failed students won't receive either qualification. (SFNME R2.1; SPRP R2.1.1)

Education governance: management and quality assurance:

Condition four: Revisit documentation in line with feedback provided. (University condition)

Condition five: To confirm variation order requirements with appended supporting NMC evidence. (University condition)</td></tr>
<tr><td>**Date condition(s) to be met:**</td><td>19 March 2024</td></tr>
<tr><td>**Recommendations to enhance the programme delivery:**</td><td>Consider the planning of mid-term formative exams in line with comments from the student representative. (University recommendation)</td></tr>
<tr><td>**Focused areas for future monitoring:**</td><td>None identified.</td></tr>
</table>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Revised student facing programme documentation confirms that the V300 award won't be awarded if students don't achieve the requirements of the SPQ. This includes that students must pass both the SPQ and V300 awards. Condition one is met.

Revised programme documentation confirms that governance processes are in place to ensure practice assessors and practice supervisors can support and contextualise the scope of prescribing practice for students undertaking the adult SPQ HSC route. Signed statements from EPs and PLPs confirm support for the inclusion of the V300 in the SPQ adult HSC route. Condition two is met.

A PUSC implementation plan details how NUN record and monitor the preparation of PUSC engagement across the programme. Condition three is met.

NUN provide a condition report document and email confirmation by the chair of the conjoint panel confirming that the two university conditions are met. Conditions four and five are met.

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	10 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 community nursing specialist practice qualifications* (NMC, 2022) *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) *Standards for student supervision and assessment* (NMC 2018, updated 2023) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2022)

Partnerships
The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section:

15

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

Standard 1: The learning culture:

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

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

Standard 2: Educational governance and quality:

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

R2.4 comply with NMC *Standards for student supervision and assessment*

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

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Findings against the standard and requirements

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

Documentary evidence and the visit confirm that there's effective partnership working and co-production between NUN, PLPs, EPs, practice placement facilitators (PPFs), practice educators, PUSCs and students to develop a programme that reflects the needs of contemporary SPQ nursing practice. The programme lead tell us that the team work with experts across all the proposed routes to design the programme. The fields of SPQ nursing reflect this expert co-production. The programme lead tells us how the co-production approach ensures that contemporary modules meet the needs of the local population. There's clear evidence of a partnership approach to the development of the proposed programme with confirmation from all stakeholders that they've had opportunities to share their views and have contributed to its development.

Senior EPs and PLPs tell us about excellent communication and collaboration with NUN in the engagement at co-production stakeholder events. Representatives from primary care and HSC tell us that they don't always feel that their voices have been heard in previous programme development. They tell us that NUN have actively encouraged their involvement and have listened to their views. They describe how they feel that they've been fully included in the process. They tell us about the programme teams outstanding approach to working with them to develop a module that examines the importance of frailty in the SPQ adult HSC field of practice.

Documentary evidence confirms partnership working with an integrated decision-making recruitment and selection process. This collaborative approach ensures that appropriate practice learning environments that are subject to educational audit are in place to ensure governance arrangements support protected practice learning that's safe and effective. There's documentary evidence of a raising concerns policy and the programme team, EPs and PLPs tell us about how partnership working ensures the quality assurance and safety of practice learning environments. The programme team tell us about how they and NUN work in partnership with the NUN director of placements. EPs and PLPs tell us that they liaise with academic assessors in relation to any fitness to practise concerns. Student theory and practice learning attendance is reviewed at quarterly programme meetings. V300 and SPQ practice learning hours are separately recorded in the PAD and monitored by practice assessors and practice supervisors, the programme lead has oversight of student attendance in theory and practice.

The process for students to evaluate practice learning is assured. This is reviewed regularly by EP and PLP practice learning tutors and education leads. If any issues

are identified, there's a process that confirms how issues are addressed. Senior NUN staff are governors on local NHS Trust boards and meet with chief nurses to continually monitor the quality and safety of practice learning.

Documentary evidence and the visit confirms that there's a NUN, EP and PLP partnership approach towards responsibility for preparing practice assessors and practice supervisors. PLPs and EPs are responsible for ensuring that practice assessors and practice supervisors are prepared in line with the requirements of the SSSA. The programme team provide SPQ programme specific preparation; annual SPQ programme workshop updates are delivered by the programme team and are accessed face-to-face or online. These focus on the specific route requirements, exploring opportunities and challenges to ensure students are supported in practice. EPs and PLPs tell us that practice assessors and practice supervisors are required to access this preparation before they are assigned a student. There's evidence of programme meetings that are held every two months between the programme team, practice assessors, practice supervisors, EPs and PLPs. These meetings provide opportunities to share programme updates, discuss strengths, challenges and actions to support and enhance student learning. The opportunity as part of the programme meeting is to support practice assessor and practice supervisor understand their roles in terms of student progression and achievement of the SPCNSPQ.

Documentary evidence and the visit confirms that academic assessors are prepared for their roles by NUN. There's evidence of processes in place to ensure that practice assessors, practice supervisors and academic assessors undertake a period of preceptorship that prepares them for their respective roles.

Documentary evidence and the visit confirm that the curriculum delivery provides opportunities for IPL. Students study across the SPQ fields of nursing and with students undertaking the SCPHN and V300 programmes. The programme team tell us about established IPL opportunities across education, occupational health, learning disabilities nursing, social work with planned learning opportunities in medicine, speech and language therapy and physiotherapy. The NUN director of IPL works with a local AEI to enhance and enable wider IPL opportunities across all NUN programmes. IPL masterclass sessions use simulated learning to support the development of the advanced clinical skills that students require to examine a person's healthcare journey. EP and PLP clinical staff and PUSCs contribute to scenarios that simulate care in home environments, hospital admissions and discharges to care home environments.

Documentary evidence confirms external examiner scrutiny of the programme development.

Documentary evidence and the visit confirm that there's PUSCs contribution across the proposed programme. PUSCs tell us that the programme team have listened to their views when considering the programme development. The programme team tell us that PUSC feedback is considered in the development of

the programme. Examples of specific feedback that's informed modules is PUSC experiences of inadequate services for people who are housebound and the importance of integrating services to meet individual need. PUSCs tell us that it's important that their views on what's needed to deliver effective community nursing are reflected in a SPQ programme. PUSCs tell us that they're well supported by the programme team.

Documentary evidence confirms and PUSCs tell us that they're involved in the recruitment and selection process as part of interview panels. They tell us that if they can't attend interviews in person video clips based on PUSC experiences are used to facilitate person-centred discussion. They tell us about their involvement in objective structured clinical examinations and how they simulate real life practice-based scenarios that they say students respond well to. They confirm that they're well prepared and supported in these roles. They tell us that the programme team make them feel welcome when they're on campus and that they feel valued and listened to and that their feedback is welcomed.

The programme team tell us they're committed to the importance of ensuring the involvement of those who specifically care for people and that they're able to voice and share their experiences of the carer role with students. PUSCs tell us that their voices as carers are heard when they share their lived experience with students.

Some PUSC representatives tell us about the NUN preparation and training that's available for their role. NUN tell us there's a variety of training including EDI available to PUSCs. There's no evidence of a clear process in place that evidences a consistent approach to the preparation, recording and monitoring of PUSC involvement across the programme. (Condition three)

Documentary evidence and the visit confirm that students have opportunities to feedback on all aspects of the programme. Students are nominated to represent student views specific to their field of SPQ practice. They informally collate student views on individual modules and share these with the programme lead and module tutors. Feedback from these informal meetings is considered at twice yearly staff/student progress committee meetings that have student, programme team. EPs and PLP representation. Students tell us that their feedback is valued by the programme team and that it's acted on where appropriate. They tell us about how their feedback informed the rescheduling of study weeks. Students tell us that they feedback at tripartite meetings and informally through academic assessors and apprenticeship workplace coaches who they tell us always provide timely responses. They complete practice learning environment reviews. Practice learning environments have PPFs and practice educators who actively support students in practice and address student concerns or issues in partnership with NUN when required. Programme documentation details, and students know how to raise concerns in theory and in practice.

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

MET ☐   **NOT MET** ☒

There's no clear plan or process in place that evidences a consistent approach to the preparation, recording and monitoring of PUSC involvement across the programme.

Condition three: Provide an implementation plan that details how NUN will record and monitor how PUSCs are prepared to engage with ongoing programme design, recruitment and selection, delivery assessment and evaluation processes. (SFNME R1.12, R2.7, R5.14)

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

MET ☒   **NOT MET** ☐

Post Event Review

Identify how the condition is met:

Condition three: A PUSC implementation plan evidences the processes in place that ensure NUN record and monitor PUSC preparation for engagement with ongoing programme design, recruitment and selection, delivery assessment and evaluation processes.

Condition three is met.

Evidence:
PUSC implementation plan, 2024-2025, undated

Date condition(s) met: 10 April 2024

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

Independent/Supplementary Prescriber (V300)

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

Optional ☒   **Compulsory** ☐   **N/A** ☐

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MOTT MACDONALD

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)

  N/A ☒

A SCPHN programme isn't proposed.

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

    YES ☒   **NO** ☐   **N/A** ☐

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

    YES ☒   **NO** ☐

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

    N/A ☒

A SCPHN programme isn't proposed.

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

    YES ☒   **NO** ☐   **N/A** ☐

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

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

    MET ☐   **NOT MET** ☒

R1.5 is not met. Documentary evidence and the visit confirm that there's strategic and local governance structures in place to support practice learning. Recruitment and selection processes are in place that ensure that NUN, EPs and PLPs work collaboratively to recruit applicants who demonstrate that they meet NMC requirements. There's evidence that confirms all applicants who meet entry requirements including self-employed or self-funded applicants can apply to the

programme. NUN's recruitment strategy encourages and welcomes a diversity of applicants; this is evidenced in their inclusive marketing strategy. Recruitment is value based identifying applicants who demonstrate individual EP and PLP organisational values. Two suitable references are required.

NUN have processes in place to ensure that self-employed or self-funded applicants are supported to undertake and be appropriately supported throughout the programme. They must have a learning agreement with a PLP in place that evidences an appropriate practice learning environment that's educationally audited to confirm that there's appropriate supervision and assessment that meets the requirements of the SSSA. NUN practice learning tutors visit new PLP environments and if required undertake an educational audit in partnership with the nominated person in practice. The process requires a risk assessment and evidence of an appropriate insurance agreement. All practice learning environments supporting self-employed or self-funded students must demonstrate that they have the necessary arrangements and governance structures in place to meet the NMC requirements for support and protected learning time throughout the programme.

NUN, EPs and PLPs manage a collaborative recruitment and selection process. Evidence of signed EP commitment statements and PLP learning agreements demonstrate support of the programme and the recognition of the importance of ensuring that protected learning time is assured. Documentary evidence and the visit confirm that sufficient academic and practice learning resources are in place to enable the programme to be effectively delivered for the intended number of SPQ students. Educational audits of NHS and non-NHS practice learning environments evidence how governance arrangements are in place to ensure support for protected practice learning.

There's assurance that appropriately prepared practice assessors and practice supervisors to support SPQ and V300 assessment and supervision are in place. Students, practice assessors and practice supervisors are supported by an effective network of practice educators, PPFs, apprenticeship workplace coaches, and academic assessors.

There's evidence of a commitment to support students undertaking the SPQ adult HSC route. A senior adult HSC PLP representative describes how work with regional chief nurses and care home managers has been ongoing to ensure that there's opportunities for NMC registrants working in adult HSC practice to access the SPQ adult HSC programme. Whilst there's evidence that EPs and PLPs can support the SPQ adult HSC route they can't clearly confirm how governance structures and processes ensure that practice assessors and practice supervisors can support and contextualise the scope of V300 prescribing practice to the SPQ adult HSC route. (Condition two)

Student facing practice learning handbooks and the PAD clearly set out responsibilities for supporting students throughout the programme. Students tell us

that they're always well supported in practice learning environments by practice assessors and practice supervisors. They confirm that they have tripartite meetings with practice assessors, practice supervisors, academic assessors and for the apprenticeship routes workplace coaches.

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☒ **NO** ☐ **N/A** ☐

Proposed transfer of current students to the programme under review

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

Documentary evidence and the visit confirm that existing students won't transfer to the proposed programme.

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

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.   The SSSA is applied across all NUN NMC approved programmes.

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** ☒   EPs and PLPs can't clearly confirm how the governance structures and processes ensure that practice assessors and practice supervisors can support and contextualise the scope of V300 prescribing practice to the SPQ adult HSC route.   Condition two: Provide evidence of EP and PLP commitment to the inclusion of the V300 in the SPQ adult HSC route and articulate the governance processes to ensure practice assessors and practice supervisors can support and contextualise the scope of prescribing practice to SPQ adult HSC. (SSSA R3.4, R7.4; SPRP R1.5, R2.3, R3.1)   **Date:** 13 February 2024
Post event review
Identify how the condition(s) is met: Condition two: Signed statements from EPs and PLPs confirm support of the inclusion of the V300 in the adult HSC route. Revised programme documentation details evidence of clear governance processes that ensure practice assessors and practice supervisors can support and contextualise the scope of prescribing practice for SPQ adult HSC students.   Condition two is met.   Evidence: EP/PLP SPQ adult HSC V300 support statement, Northumbria Healthcare NHS Foundation Trust, undated

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EP/ PLP SPQ adult HSC V300 support statement, Newcastle upon Tyne Hospitals NHS Foundation Trust, undated

EP/PLP SPQ adult HSC V300 support statement, Gateshead Health NHS Foundation Trust, undated

EP/PLP SPQ adult HSC V300 support statement, South Tyneside and Sunderland NHS Foundation Trust, undated

Revised, apprenticeship programme Structure, 2024-2025, undated

Revised, apprenticeship EP handbook, 2024-2025, undated

Revised, community specialist practice (CSP) non-apprenticeship programme handbook, 2024-2025, undated

Revised, CSP non apprenticeship programme specification, 2024-2025, undated

Pre-course information for prospective applicants V300, March 2024, undated

Date condition(s) met: 10 April 2024

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

Standard 2: Curriculum

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

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

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

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

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

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

R2.4 state routes within the programme for:

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

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

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

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

R2.5 ensure programme learning outcomes reflect the:

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

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

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

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

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

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

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

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

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

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

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

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

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

R2.11 ensure programmes are:

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

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

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

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

Findings against the standard and requirements

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

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

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

  N/A ☒

A SCPHN programme isn't proposed.

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

  YES ☐   **NO** ☒   **N/A** ☐

R2.1.1 is not met. The programme team present a V300 exit award for students who successfully meet the V300 programme requirements but don't achieve the requirements of the SPQ award. The programme team must update programme documentation to make it explicit that the V300 can't be awarded if the SPQ qualification isn't passed. (Condition one)

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

  YES ☒   **NO** ☐

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

  YES ☐   **NO** ☒   **N/A** ☐

R2.3 is not met. EPs and PLPs can't clearly confirm how governance structures and processes ensure that practice assessors and practice supervisors can support and contextualise the scope of V300 prescribing practice to the SPQ adult HSC route. (Condition two)

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☒   **NO** ☐   **N/A** ☐

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

N/A ☒

A SCPHN programme isn't proposed.

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

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YES ☒   **NO** ☐   **N/A** ☐

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

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐

R2.6.3 is met. The programme mapping document confirms evidence of extensive mapping to the SPCNSPQ across the programme.

The module specialist field of practice focuses on the specialist skills required for each SPQ field of community nursing practice. Documentary evidence and the visit confirm that there's a core lecture and applied seminar approach to shared modules across all SPQ routes. Shared modules ensure students have opportunities to engage and learn with students from all SPQ fields of community nursing practice, with SCPHN students and a wide range of students undertaking the V300 programme. Students and the programme team tell us that this approach strengthens the opportunities for IPL and prepares students to work across multi-professional services and organisations.

The programme lead describes how advanced clinical skills sessions are tailored to deliver learning that's specifically applied to each intended field of community

nursing practice. Students tell us about how field specific sessions including one-to-one directed learning with lecturers helps them to focus on specific field learning. They tell us that this supports their learning particularly as the programme can be intense. They describe how shared lectures can at times feel dominated by larger numbers of SCPHN students, however they tell us that the balance of SPQ field specific seminars supported by the programme team following shared lectures enables them time to reflect on and apply learning to their specific fields of community nursing practice.

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐

R2.7.2 is met. Programme learning outcomes are mapped across the programme to each module to ensure they reflect the SPCNSPQ. There's evidence that module content supports students to meet the programme outcomes for each intended field of SPQ community nursing practice. The programme team tell us that students are supported to apply content to their individual fields of practice within shared modules. Students tell us that the support from lecturers is outstanding and doesn't stop at module or lecture delivery. If they want further advice and support about module or lecture content and how to apply learning to their intended field of community nursing practice, they tell us that module lecturers facilitate and support this.

- 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 a balance of 40 percent theory and 60 percent practice learning opportunities, across the full and part-time routes. This ensures that each SPQ field of community nursing practice focuses on the specialist skills required for each field.

The programme demonstrates a philosophy of student-centred learning that supports the development of independent learning which ensures students can engage in self-directed learning, critical evaluation and reflection. Teaching and learning approaches include lectures, seminars, group-based learning and the use of case studies with a blended learning approach using e-lectures and e-learning materials to support online learning. The programme team tell us that simulated learning is included across all modules. Students tell us that they're well supported in theory and practice.

Documentary evidence confirms authentic assessments support students to apply the knowledge and skills developed in the programme to real-life contemporary and practical contexts. A range of assessment methods enable students to demonstrate progression and increase the skills required to successfully achieve the SPCNSPQ. Students have opportunities to develop reflective practice skills that are recorded in the PAD at regular structured progression points in the programme.

- 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. Technology-enhanced learning is embedded throughout the programme modules. Students are introduced to online resources in the induction period. The virtual learning environment (VLE) Blackboard Ultra includes module and assessment information, online supported learning, PowerPoint presentations, e-lectures, reading lists and a range of programme specific web links. The VLE hosts a cohort discussion board, students are encouraged to post comments, ask questions and engage in peer discussions. Electronic and multi-media learning resources support the programmes blended learning approach.

The online platform Turnitin is used for submission of formative and summative assessments. Some summative assessments require students to use technology to develop electronic materials. Students can use the NUN Connect App that offers information technology support for students; the App can be used to access a wide range of NUN student life support services.

The PAD is available in electronic and paper formats. The programme team, students, practice assessors and practice supervisors tell us that using the electronic PAD is easy and effective. Support to use the PAD is provided by NUN.

Simulated learning is delivered across all modules and is a core component of the proposed programme development. EPs and PLPs are committed to supporting simulated learning activity associated with practice focused scenarios. Examples that the programme team tell us about are providing end-of-life care and managing difficult conversations. In the V300 programme there's a video simulation session that examines the supplementary prescribing process. Simulation suites are used

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to create live scenarios that support the development of leadership skills in unpredictable situations. Students tell us that simulated learning promotes a safe environment for them to learn and develop the skills needed to work in challenging situations. The use of virtual reality headsets to simulate frailty enables students to experience what conditions are like for people and emphasises the need for demonstrating understanding and empathy. Students tell us that the involvement of PUSCs in simulated scenarios makes their learning more life-like and they tell us that working with PUSCs makes their learning experiences even better.

Simulated learning masterclasses include the involvement of EP and PLP clinical staff and PUSCs who contribute to scenarios that simulate care in home environments, hospital admissions and discharges to care home environments.

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

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

  YES ☐ **NO** ☐ **N/A** ☒

The programme is delivered in England.

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

  YES ☒ **NO** ☐

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

  YES ☒ **NO** ☐

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

YES ☐ **NO** ☒

The programme team present a V300 exit award for students who successfully meet the V300 programme requirements but don't achieve the requirements of the SPQ award. The programme team must update programme documentation to make it explicit that the V300 can't be awarded if the SPQ qualification isn't passed. (Condition one)

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

YES ☐ **NO** ☒

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EPs and PLPs can't clearly confirm how governance structures and processes ensure that practice assessors and practice supervisors can support and contextualise the scope of V300 prescribing practice to the SPQ adult HSC route. (Condition two)

Outcome
Is the standard met? MET ☐   NOT MET ☒

The programme team present a V300 exit award for students who successfully meet the V300 programme requirements but don't achieve the requirements of the SPQ award. The programme team must update programme documentation to make it explicit that the V300 can't be awarded if the SPQ qualification isn't passed.

Condition one: Make it explicit in all documentation that if independent and supplementary prescribing (V300) is successfully passed, but the award/SPQ qualification is failed students won't receive either qualification. (SFNME R2.1; SPRP R2.1.1)

EPs and PLPs can't clearly confirm how the governance structures and processes ensure that practice assessors and practice supervisors can support and contextualise the scope of V300 prescribing practice to the SPQ adult HSC route.

Condition two: Provide evidence of EP and PLP commitment to the inclusion of the V300 in the SPQ adult HSC route and articulate the governance processes to ensure practice assessors and practice supervisors can support and contextualise the scope of prescribing practice to SPQ adult HSC. (SSSA R3.4, R7.4; SPRP R1.5, R2.3, R3.1)

Date: 13 February 2024

Post event review
Identify how the condition(s) is met:

Condition one: Revised student facing programme documentation confirms that the V300 award won't be awarded if students don't achieve the requirements of the SPQ. This includes that students must pass both the SPQ and V300 awards.

Condition one is met.

Evidence:
Revised, apprenticeship programme structure, 2024-2025, undated
Revised, apprenticeship EP handbook, 2024-2025, undated
Revised, CSP non-apprenticeship programme handbook, 2024-2025, undated
Revised, CSP non apprenticeship programme specification, 2024-2025, undated
Pre-course information for prospective applicants V300, March 2024, undated

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Condition two: Signed statements from EPs and PLPs confirm support of the inclusion of the V300 in the adult HSC route. Revised programme documentation details evidence of clear governance processes that ensure practice assessors and practice supervisors can support and contextualise the scope of prescribing practice for SPQ adult HSC students.

Condition two is met.

Evidence:
EP/PLP SPQ adult HSC V300 support statement, Northumbria Healthcare NHS Foundation Trust, undated
EP/ PLP SPQ adult HSC V300 support statement, Newcastle upon Tyne Hospitals NHS Foundation Trust, undated
EP/PLP SPQ adult HSC V300 support statement, Gateshead Health NHS Foundation Trust, undated
EP/PLP SPQ adult HSC V300 support statement, South Tyneside and Sunderland NHS Foundation Trust, undated
Revised, apprenticeship programme Structure, 2024-2025, undated
Revised, apprenticeship EP handbook, 2024-2025, undated
Revised, CSP non-apprenticeship programme handbook, 2024-2025, undated
Revised, CSP non apprenticeship programme specification, 2024-2025, undated
Pre-course information for prospective applicants V300, March 2024, undated

Date condition(s) met: 10 April 2024

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

Standard 3: Practice learning

Approved education institutions must:

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

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

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

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

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

R3.3.2 SCPHN public health nurse

R3.3.3 intended community nursing SPQ: these may be within the fields of community children's nursing, community learning disabilities nursing,

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community mental health nursing, district nursing, general practice nursing
or,

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

   MET ☐   NOT MET ☒

R3.1 is not met. Documentary evidence confirms effective SPQ programme
arrangements and governance for practice learning for students undertaking the
programme. There's evidence that for the SPQ CCN, GPN and DN routes V300
programme arrangements and governance for practice learning are in place. EPs
and PLPs can't clearly confirm how governance structures and processes ensure
that practice assessors and practice supervisors can support and contextualise the
scope of V300 prescribing practice to the SPQ adult HSC route. (Condition two)

There's evidence of a collaborative approach to the educational audit process for
practice learning environments that ensure that the requirements of the SSSA are

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monitored. EPs and PLPs confirm that they work collaboratively with NUN to ensure that there's suitable and effective arrangements and governance for practice learning in place. They confirm responsibility for preparing and supporting practice assessors and practice supervisors, ensuring the health and wellbeing of students and for any actions required in response to concerns from or about students. Documentary evidence and the visit confirms there's effective processes in place to address any fitness to practise concerns. Students tell us that there's effective communication processes between NUN, EPs and PLPs if they report any practice learning concerns and that they work together to address any concerns that impact on student learning.

There's evidence of processes to assure that suitable and effective arrangements and governance for practice learning are in place for self-employed or self-funded students. Documentary evidence confirms equitable arrangements are in place to support self-employed or self-funded students undertaking the programme.

- 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. NUN, EPs and PLPs work in partnership to ensure that there's practice learning capacity to ensure practice learning opportunities that support students to develop, progress and meet the SPCNSPQ. Practice learning environment educational audits monitor the suitability of practice learning and include opportunities that are available to students.

There's evidence that confirms that for students undertaking the SPQ adult HSC route appropriately experienced staff who work in the adult HSC field of community nursing practice are prepared for the supervision and assessment of students. A practice assessor representative from a local care home tells us about the in-depth support they've received to prepare them for the practice assessor role. They describe preparation that included a visit to the care home by the programme lead, a detailed discussion and update to enable them to understand what's required to undertake the practice assessor role.

The programme structure ensures practice learning is consistent across the duration of the programme and is recorded in the PAD. The PAD is the framework for practice learning. Student self-assessment is used to review and monitor progression towards achievement of the programme outcomes and the SPCNSPQ. Practice supervisors support and facilitate practice learning opportunities.

Programme handbooks and practice learning handbooks detail the roles and responsibilities of practice assessors, practice supervisors and academic assessors. There's evidence that the preparation of practice assessors, practice

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supervisors and academic assessors meet the requirements of the SSSA standards.

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

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

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.3.3 is met. Documentary evidence confirms that practice learning opportunities enable students to develop and progress towards achievement of the SPCNSPQ. Practice assessors and practice supervisors ensure that practice learning opportunities support student achievement. Practice supervisors are responsible for facilitating learning opportunities that are specifically tailored to each SPQ field of community nursing practice and that there's support in place for students to meet programme outcomes. The PAD supports student engagement in self-assessment to promote student-led learning. The PAD requires students to evidence reflection on how theory learning from programme modules links to practice learning.

Students formulate learning agreements in partnership with practice assessors and practice supervisors. Alternative practice learning experiences can be negotiated and must be recorded in learning agreements. Students must reflect on how these experiences support progression towards achievement of the SPCNSPQ. Students tell us that specific protected time is allocated to meetings with practice assessors and practice supervisors. Progress review meetings in each semester focus on reflection and the recording of learning and progression towards achievement of the SCPCNSPQ. These provide the opportunity to review discuss and explore if there's any issues that impact on progression and to action plan how these can be resolved. Additional meetings are arranged if required to revisit progress. The PAD details the summative practice assessment process that

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evidences the recording of communication between practice assessors, practice supervisors and academic assessors. There's evidence that practice assessors sign to confirm achievement of the SPCNSPQ and that this is agreed with academic assessors. Practice assessors, practice supervisors and senior EP and PLP representatives confirm that they know how to contact academic assessors if there are any concerns about students.

Senior EPs and PLPs tell us that practice assessors and practice supervisors have protected time that ensures that they can effectively fulfil their roles. They tell us about how across a local general practice federation lead GPN nurses cover clinical roles to enable GPN practice assessors and practice supervisors to attend continued professional development (CPD) training and practice assessor and practice supervisor training updates.

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.3.4 is met. Documentary evidence confirms that practice learning opportunities enable SPQ adult HSC students to develop and progress towards achievement of the SPCNSPQ. Practice assessors and practice supervisors ensure that practice learning opportunities support student achievement. Practice supervisors are responsible for facilitating learning opportunities that are specifically tailored the SPQ adult HSC field of community nursing practice and that they support students to meet programme outcomes. The PAD supports student engagement in self-assessment to promote student-led learning. The PAD requires students to evidence reflection on how the theory learning from programme modules link with SPQ adult HSC practice learning.

Student progression towards achievement of the SPCNSPQ is recorded in the PAD. The recording of progression and achievement of the programme outcomes and the SPCNSPQ is detailed in the PAD. The process reflects that of students from the CCN, GPN and DN fields of community nursing practice.

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

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

YES ☒   **NO** ☐

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

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

MET ☒   **NOT MET** ☐

R3.5 is met. Documentary evidence and the visit confirm that individual learning needs are considered across theory and practice learning. Where a learning need is identified a student accessibility plan is put in place. Students are allocated to personal tutors who ensure additional academic support is in line with the accessibility plan. Students have access to appropriate student services who can provide wider NUN student life support. Personal tutors are allocated to all students in addition to academic assessors and have specific roles and responsibilities that are clearly outlined in the NUN personal tutoring policy. Personal tutors are required to meet face-to-face with students in each semester.

Students can access the NUN online platform Ask4Help, a service that's available 24 hours during term-time. Ask4Help is the first point of contact for all student support enquiries. Students can contact the Ask4Help team in person, by phone or by using their NUN online portal. They provide support and guidance on a range of topics and students can access a range of support drop-in opportunities. The student support and wellbeing service offers specialist advice and support to help manage all aspects of student life.

The programme handbook clearly details that practice assessors and practice supervisors must consider student individual learning needs and personal circumstances and make reasonable adjustments, where required. Students tell us that they have access to excellent theory and practice learning support. They tell us that reasonable adjustments are in place to support students who have specific caring responsibilities. Some student representatives with health conditions describe how they're fully supported by NUN to continue their studies. Practice assessors and practice supervisors tell us about how they work with students and NUN to develop structured support plans that help students to successfully complete the programme.

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.6.2 is met. The programme timetable demonstrates how students' progress through the programme. Progression is recorded in the PAD; students reflect on their individual progress and undertake a series of self-assessments. There are opportunities for formative feedback that enhances student progression. Practice assessors and practice supervisors support progression towards achievement of the SPCNSPQ at three tripartite meetings across the duration of the programme. The final tripartite meeting to assess that programme outcomes and the SPSNSPQ are met is undertaken by practice assessors who receive feedback from practice supervisors to inform the assessment outcome. Academic assessors are required to record confirmation of achievement in the PAD.

Additional tripartite meetings with apprenticeship workplace coaches further supports students undertaking the apprenticeship routes to progress towards achievement.

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** ☒

EPs and PLPs can't clearly confirm how the governance structures and processes ensure that practice assessors and practice supervisors can support and contextualise the scope of V300 prescribing practice to the SPQ adult HSC route. (Condition two)

Outcome

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

EPs and PLPs can't clearly confirm how the governance structures and processes ensure that practice assessors and practice supervisors can support and contextualise the scope of V300 prescribing practice to the SPQ adult HSC route.

Condition two: Provide evidence of EP and PLP commitment to the inclusion of the V300 in the SPQ adult HSC route and articulate the governance processes to ensure practice assessors and practice supervisors can support and contextualise the scope of prescribing practice to SPQ adult HSC. (SSSA R3.4, R7.4; SPRP R1.5, R2.3, R3.1)

Date: 13 February 2024

Post event review

Identify how the condition(s) is met:

Condition two: Signed statements from EPs and PLPs confirm support of the inclusion of the V300 in the adult HSC route. Revised programme documentation details evidence of clear governance processes that ensure practice assessors and practice supervisors can support and contextualise the scope of prescribing practice for SPQ adult HSC students.

Condition two is met.

Evidence:
EP/PLP SPQ adult HSC V300 support statement, Northumbria Healthcare NHS Foundation Trust, undated
EP/ PLP SPQ adult HSC V300 support statement, Newcastle upon Tyne Hospitals NHS Foundation Trust, undated
EP/PLP SPQ adult HSC V300 support statement, Gateshead Health NHS Foundation Trust, undated
EP/PLP SPQ adult HSC V300 support statement, South Tyneside and Sunderland NHS Foundation Trust, undated
Revised, apprenticeship programme Structure, 2024-2025, undated
Revised, apprenticeship EP handbook, 2024-2025, undated
Revised, CSP non-apprenticeship programme handbook, 2024-2025, undated
Revised, CSP non apprenticeship programme specification, 2024-2025, undated
Pre-course information for prospective applicants V300, March 2024, undated

Date condition(s) met: 10 April 2024.

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

Standard 4: Supervision and assessment

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

R4.1 ensure student support, supervision, learning and assessment complies with the NMC *Standards framework for nursing and midwifery education*

R4.2 liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment

R4.3 ensure practice supervision, the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment*

R4.4 ensure practice supervisors:

R4.4.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals or

R4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students

R4.5 ensure practice and academic assessors:

R4.5.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ or

R4.5.2 can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ

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

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

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

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

R4.7.2 SCPHN public health nurse,

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

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

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

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

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

R4.9.2 SCPHN public health nurse practice,

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

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

Standards framework for nursing and midwifery education, specifically*: R2.12; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17; R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9*

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Standards for student supervision and assessment

Findings against the standards and requirements

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

- 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 practice assessors and practice supervisors are required to have SPQ community nursing experience or can evidence prior learning and SPQ community nursing experience. They're required to attend a minimum of two partnership meetings in each academic year. Practice assessors, practice supervisors and academic assessors must be supported through a period of preceptorship in line with the NMC principles for preceptorship. Senior NUN staff confirm the importance of the academic assessor role and their commitment to ensure appropriate training and support for the role.

EPs and PLPs confirm the availability of practice assessors and practice supervisors. The programme team, EPs and PLPs tell us that there are resources in place to support practice assessors and practice supervisors to meet the SSSA. This is reflected in the proposed programme. This approach ensures NUN work in partnership with EPs and PLPs who provide practice learning environments that have an educational audit in place that reviews and monitors the quality and safety of practice learning, providing a consistent approach across all practice learning environments.

Practice assessors and practice supervisors confirm that EP and PLP clinical leads manage the assignment of students to practice learning environments. Senior EPs and PLPs tell that us they support the supervision and assessment roles and that there's capacity to ensure that they have protected time to access practice assessor and practice supervisor training and to attend NUNs programme specific preparation and updates. There are processes in place to ensure that students undertaking the SPQ adult HSC route are supported by appropriate practice assessors and practice supervisors working in adult HSC practice. A representative from a care home setting confirms that they've accessed practice assessor preparation.

There's evidence of arrangements in place to appropriately manage situations where SPQ and V300 practice assessors are not the same person. This includes a

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process for ensuring communication between both practice assessors is documented in the PAD. The programme team confirms processes are in place to provide additional support for practice assessors to assure that V300 learning is contextualised to each SPQ field of community nursing practice.

The programme team are appropriately and suitably experienced and qualified to support the programme as evidenced in curriculum vitae. They hold SPQ and V300 qualifications and have educational qualifications. There's evidence that they meet the requirements for academic assessors, are prepared for the role and evidence CPD.

- 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 provides assurance that NUN, the programme team, EPs and PLPs work in partnership to ensure compliance with the SSSA.

Documentary evidence clearly details the responsibilities for practice supervision and assessment, including the expectation that practice assessors and practice supervisors are appropriately qualified and suitably experienced to supervise and assess students in their SPQ field of community nursing practice.

EPs and PLPs provide signed evidence of their commitment to support the programme intentions. They confirm their commitment to ensure that practice learning environments provide quality learning opportunities for students in line with the SSSA.

- 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. There's documentary evidence that confirms there's a partnership approach that ensures practice assessors, practice supervisors and academic assessors are prepared for their roles. There's confirmation that there's a period of preceptorship in place to support the development of the roles.

There's sufficient practice assessors and practice supervisors to support the programme. There's assurance that NUN are working with adult HSC practice learning environments to ensure that students undertaking the SPQ adult HSC route are supported by practice assessors and practice supervisors who are

appropriately experienced and working in the same SPQ field of community nursing practice as students.

Students and practice assessors tell us about regular opportunities to meet with practice supervisors to review how theory learning links to practice. All learning opportunities are recorded and reflected on in the PAD. The final assessment of practice is confirmed by practice assessors and agreed by academic assessors.

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

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

R4.6 is met. Documentary evidence and the visit confirms there's effective processes in place that ensure students are assigned to practice assessors who are experienced to support students undertaking the proposed programme routes. The assignment of practice assessors is considered during the application process. The programme team review this information during scrutiny of application documentation to ensure that practice assessors are experienced community SPQ nurses who have the skills and knowledge to assess students appropriately.

If SPQ practice assessors have the V300 qualification they'll undertake the V300 practice assessor role. Documentary evidence and the visit confirms that students must be assigned to a V300 specific practice assessor if their SPQ practice assessor doesn't have a V300 qualification. It's clearly documented that students must be assigned to V300 practice assessors who can contextualise V300 prescribing learning experiences to their field of community nursing practice. There's evidence of the communication process in student and practice assessor facing programme documentation. The PAD records evidence of communication between SPQ and V300 practice assessors.

- 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 confirms processes to assign students to practice assessors who meet the requirements to support SPQ students. The application process, EPs, PLPs and the programme team confirm this. There's a plan for the management in exceptional circumstances if the same person fulfils the role of practice supervisor and practice assessor. The programme team tell us if this exceptional circumstance happens it's monitored on an individual basis by them.

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

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

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

N/A ☒

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A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☒ **NO** ☐

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

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

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse practice (R4.9.2)

N/A ☒

A SCPHN programme isn't proposed.

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

YES ☒ **NO** ☐ **N/A** ☐

.

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

	YES ☒ NO ☐ N/A ☐
Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met	YES ☒ NO ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to supervision and assessment are met	YES ☒ NO ☐

Outcome	
Is the standard met?	MET ☒ NOT MET ☐
Date: 13 February 2024	

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

Standard 5: Qualification to be awarded
Approved education institutions, together with practice learning partners, must:
R5.1 ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters' level
R5.2 inform the student that the SCPHN award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered
R5.3 inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration
R5.4 inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for

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

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

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

Findings against the standards and requirements

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

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

    YES ☒   **NO** ☐

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

    N/A ☒

    A SCPHN programme isn't proposed.

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

    YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme and if they fail to do so

they will have to retake and successfully complete the programme in order to qualify as a prescriber (R5.4), and

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☐   **NO** ☐   **N/A** ☒

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

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

YES ☒   **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 13 February 2024		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met:	**MET** ☐	**NOT MET** ☐
N/A		

Section four

Sources of evidence

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

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

Safe, kind, effective care through quality assurance of nursing, midwifery and nursing associate education.

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Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐
If you stated no above, please provide the reason and mitigation:		
List additional documentation: Post visit documentation: PUSC implementation plan, 2024-2025, undated EP/PLP SPQ adult HSC V300 support statement, Northumbria Healthcare NHS Foundation Trust, undated EP/ PLP SPQ adult HSC V300 support statement, Newcastle upon Tyne Hospitals NHS Foundation Trust, undated EP/PLP SPQ adult HSC V300 support statement, Gateshead Health NHS Foundation Trust, undated EP/PLP SPQ adult HSC V300 support statement, South Tyneside and Sunderland NHS Foundation Trust, undated Revised, apprenticeship programme Structure, 2024-2025, undated Revised, apprenticeship EP handbook, 2024-2025, undated Revised, CSP non-apprenticeship programme handbook, 2024-2025, undated Revised, CSP non apprenticeship programme specification, 2024-2025, undated Pre-course information for prospective applicants V300, March 2024 Email confirmation by the Chair of the conjoint panel confirming that the university conditions are met, 19 March 2024 Response to conditions of approval panel, undated		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐

Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: SPQ DN, 2022-2024 x two. SPQ DN, 2023-2024 x two. 		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: CQC quality report, Blackpool Teaching Hospitals NHS Foundation Trust, 19 January 2022 CQC quality report, Bradford Teaching Hospitals NHS Foundation Trust, 9 April 2020 CQC quality report, County Durham and Darlington NHS Foundation Trust, 3 December 2019 CQC quality report, Northumberland, Tyne and Wear NHS Foundation Trust, 26 July 2018 CQC quality report, Darlington Memorial Hospital, 15 September 2023 CQC quality report, University Hospital North Durham, 15 September 2023		
If you stated no above, please provide the reason and mitigation: NUN is an established AEI, practice and resources visits aren't needed.		
Additional comments: None identified.		

Issue record			
Final Report			
Author(s):	Georgina Ritchie Sandra Stephenson	Date:	23 February 2024
Checked by:	Bernadette Martin	Date:	5 March 2024
Submitted by:	Leeann Greer	Date:	25 April 2024
Approved by:	Natasha Thompson	Date:	25 April 2024