

Programme approval report

Section one

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

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

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

	<input type="checkbox"/> Level 11
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
Date of approval visit:	6 March 2024
Programme start date:	
SCPHN health visiting	1 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	1 September 2024
SCPHN school nurse with integrated independent and supplementary prescribing (V300)	
SCPHN occupational health nurse	

SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN public health nurse	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN health visiting apprenticeship	
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN school nurse apprenticeship	
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN occupational health nurse apprenticeship	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN public health nurse apprenticeship	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Shelley McLetchie Lay Visitor: Sandra Stephenson

Section two

Summary of review and findings

Queen Margaret University (QMU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI) and an established provider of specialist community public health nursing (SCPHN). The school of health sciences in the division of nursing and paramedic science (the division) are requesting approval of a full-time and part-time Scottish level 11 postgraduate diploma (PgDip) programme which provides qualification in the field of health visiting (HV) or school nursing (SN). Programme theory is delivered on the school of health sciences campus in Edinburgh.

The PgDip programme is mapped against the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023), the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023) and the Standards of proficiency for SCPHNs (SPSCPHN) (NMC, 2022). Successful completion provides eligibility to register with the NMC as SCPHN HV or SN. There's no fall back exit award leading to NMC SCPHN registration.

The programme has full- and part-time routes in HV and SN. The intended programme start date is 1 September 2024. Stakeholder meetings and consultations with practice learning partners (PLPs) confirm there's a demand for both a September and January intake. QMU has a minimum of 12 students per cohort for postgraduate programmes and if numbers are low there will be just one intake per year. Documentation confirms that staff are in place to allow up to 40 SN and 20 HV students per year. Senior managers confirm commitment to the programme and tell us that across the division there's a range of professionals from various disciplines, including qualified SCPHNs who can contribute to programme delivery. This diversity brings richness to the offering. They tell us there's a stable complement of staff and workforce planning tools, and overview of the horizon allows them to support the pipeline of academic and professional staff. They're appreciative of the ageing workforce but the development of interagency working, and the honorary lecturing system of associate lecturers from PLPs, provides further support and contributes to the student experience.

Documentation and the approval visit confirm a minimum of 45 programmed weeks across 52 weeks full-time, with a maximum registration period of three years. The programme team tell us the part-time route is usually two years duration, but in line with regulations across QMU, documentation confirms a minimum of 78 weeks and a maximum of five years.

Documentation and the approval visit confirm that during the application process PLPs confirm that governance structures are in place to support practice learning,

including employer support and protected learning time. Signed memorandums of agreement of practice learning experience are in place.

The programme team comprises of four full-time equivalent lecturers. Documentation and curricula vitae show a range of backgrounds from public health nursing and SCPHN HVs. The current and incoming programme leader are dual qualified and have HV and SN experience. The programme lead has recent experience as team lead for SN. Additional staffing resources are in place, including associate lecturers from SN practice to support delivery of the SN route.

Documentation confirms that QMU's race equality steering group was established in 2021 and commissioned an equality, diversity and inclusion (EDI) culture review. The report's findings have informed an EDI and anti-racism strategy and action plan which is being implemented across QMU. Senior managers tell us the EDI strategy applies across students, staff and the curriculum, including in case studies. They tell us the EDI strategy challenges students to think globally with a decolonisation lens and PLPs to align and work with the EDI strategy.

The programme team tell us they work in collaboration with PLPs to support recruitment and selection for widening participation and access, in particular to address underrepresented groups for gender and minority ethnic backgrounds, but don't actively target groups. Service level agreements confirm that staff involved in recruitment and selection complete EDI training; this is confirmed by practice staff we speak to. EDI training is mandatory for QMU staff involved in recruitment.

QMU senior managers tell us they work with PLPs to ensure student experience and safety, for example, following outcomes of external regulator reports. They confirm their process to manage the safety and quality of student learning in the case of adverse regulator reports. This process includes having tripartite conversations, removing students from a placement area if necessary and providing extra support to students in making the transition to a new placement area. They assert the importance of supporting PLPs to make any necessary improvements.

The approved pan-London SCPHN practice assessment document (PAD) is adopted for both the full- and part-time programme routes and has been contextualised for the QMU SCPHN programme through the submitted context document.

The approval visit is undertaken by remote means.

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

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

The programme is recommended to the NMC for approval subject to three NMC conditions. There are five university recommendations.

Updated 19 April 2024:

QMU provide evidence to meet the conditions.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

Conditions:

Effective partnership working: collaboration, culture, communication and resources:

None identified.

Selection, admission and progression:

None identified.

Practice learning:

Condition one: To provide student documentation which clarifies and signposts the role of the academic assessor and the process for raising concerns. (SFNME R3.2; SPRP R4.1)

Assessment, fitness for practice and award:

Condition two: To update all programme documentation to remove the word 'normally' from any narrative related to fulfilling the programme requirements, complying with the general and academic regulations and meeting the standards/proficiencies as identified by the NMC. (SFNME R2.1; SPRP R4.9.1)

	<p>Education governance: management and quality assurance:</p> <p>Condition three: To provide documentation to demonstrate that academic assessors for SCPHN SN maintain current knowledge and expertise relevant for the SPSCPHN and programme outcomes they're assessing and confirming. (SSSA R9.3; SPRP R2.1)</p>
<p>Date condition(s) to be met:</p>	<p>17 April 2024</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: The programme team should consider making more explicit the distinction between extenuating circumstances and extensions, separating the procedures for academic and practice learning. (University recommendation)</p> <p>Recommendation two: The programme team should consider reviewing the assessment components in the 'evidencing SCPHN practice (situated learning)' module. (University recommendation)</p> <p>Recommendation three: The programme team should consider reviewing and clarifying the criteria for assessing engagement within the 'person-centred approaches to SCPHN practice' module. (University recommendation)</p> <p>Recommendation four: The programme team should consider providing further guidance on people who use services and carers (PUSC) feedback in the PAD context documents. (University recommendation)</p> <p>Recommendation five: The programme team should remain up to date with developments and the potential benefits of generative artificial intelligence. (University recommendation)</p>
<p>Focused areas for future monitoring:</p>	<p>None identified.</p>

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

QMU provides documentation clarifying the role of the academic assessor. The updated student handbook and validation document present further narrative of the role of the academic assessor and a flow chart in raising concerns. Condition one is met.

QMU has removed the word 'normally' from all programme documentation in complying with the general and academic regulations and meeting the standards/proficiencies as identified by the NMC. Condition two is met.

QMU provides a curriculum vitae which demonstrates appropriate knowledge and experience, and also confirmation from human resources of approval of an honorary lecturer position who'll be the named academic assessor for SCPHN SN students on the programme. QMU has updated the validation document to reflect this. Condition three is met.

AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	QMU clarified one element of recruitment on to the programme, however this was already represented in the narrative, so no changes were made.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	17 April 2024

Section three

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

NMC Programme standards

[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020)
[QA Handbook](#) (NMC, 2022)

Partnerships

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

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

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

Standard 1: The learning culture:

- R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders
- R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

- S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders
- R2.4 comply with NMC [Standards for student supervision and assessment](#)
- R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
- R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
- R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

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

- R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
- R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
- R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

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

Standard 5: Curricula and assessment:

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

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

Standard 1: Organisation of practice learning:

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentation and the approval visit confirm regular and ongoing collaboration and co-production through stakeholder meetings with the programme team, service team leads, practice supervisors, practice assessors and recent HV and SN graduates.

PLPs tell us they've worked with QMU to review the timetable to ensure an appropriate balance between taught and protected learning time to nurture students and protect their wellbeing, for example, through inclusion of protected study days and reading weeks. They tell us they provide regular feedback about the programme, and their feedback regarding the timing of first placements in semester one for SN has been acted upon. They tell us they regularly review modules and some act as critical readers, for example, to confirm the SPSCPHN align to the assessments. They tell us they attend QMU two or three times a year for updates and that this is a two-way process for sharing information. They tell us some of their recently qualified SCPHNs were asked to input into the new programme. PLPs tell us how they manage their diaries and protect their time in completing the students' PAD. They tell us about having two-weekly supervision with students and, along with timetabled formal discussions, there are daily informal discussions that take place with students to support cementing their learning.

Current students tell us they're encouraged to feedback throughout the programme and that they've class representatives who share feedback with the

programme lead. Student representatives attend the QMU programme committee which meets once each semester. HV and SN student feedback and input was gathered during a practice consolidation learning day for September 2022 and January 2023 cohorts. Part-time students tell us they've been listened to regarding issues with attending with the full-time group when they're also working. Changes are made and they're finding it easier to manage in their own, part-time group. They tell us some elements of modules are adapted to online in response to concerns raised by some students needing to travel long distances onto campus. SN students' feedback regarding a feeling of some sessions being HV focussed, due to the experience of the lecturers, led to SN professionals being invited in to deliver sessions. Students tell us they're positive about the reduction of required alternative practice days in the new programme, which came in response to their feedback about workload.

Students tell us of working with their practice assessor in developing and achieving their learning plans. They provide examples of being guided by the module descriptors, what specifically they wish to learn and merging these two aspects of their learning together. They state the preparation from QMU, particularly in semester two, aids with achieving their learning plan objectives. They acknowledge that personal circumstances may vary between students who are undertaking undergraduate and postgraduate study such as childcare responsibilities and part-time work. As post qualification students, they tell us that their personal circumstances are taken into consideration when practice learning opportunities are being arranged.

Students tell us they generally feel well supported by practice supervisors and practice assessors within their field of practice, though level of support depends on the culture of the team. Students tell us they can go to their academic assessor if they need to raise a concern and are familiar with tripartite meetings. Knowledge of who their academic assessor is, however, isn't standard across the student cohort as not all students are aware of who their academic assessor is. A condition is applied for student documentation to be provided which clarifies and signposts the role of the academic assessor and the process for raising concerns. (Condition one)

Students state that they receive protected learning time and sufficient time for completion of the PAD, though semester two is recognised as being more difficult than semester one due to the intensity of the programme.

Local HV and SN practitioners shared a quick response code with families, children and young people to gather their views and ideas for what's important to them when interacting with a HV or SN. Feedback is gathered from members of parent and toddler groups and input from a PLP's focus groups with children and young people. Practice assessors from SN teams tell us how they've worked to collect feedback with focus groups of children and young people to feed into the programme design. Young people tell us they've contributed to case studies, putting across the pupil experience. Young people's views are used to develop

interview questions and the direct involvement of young people in future recruitment interviews is being developed. In sharing their views, young people tell us that they want open, honest communication with SN practitioners who are friendly, compassionate and understanding.

Documentation and the approval visit confirm recruitment and selection is a collaborative process. Candidates apply to their preferred health board (HB) through the NHS Scotland job website. The HB and programme team shortlist, the programme team reviews the admission essay and agrees with the HB who's interviewed. A collaborative discussion between HB and programme team takes place following interview and review of essay to jointly agree the successful candidates to come onto the programme. The HB confirms that candidates meet NMC requirements. The QMU admissions team confirm status of NMC registration via 'Jobtrain' and a NMC status checker. The admissions process flowchart sets out the process for both HB and self-funded applicants. The programme team tell us they promote the self-funded opportunity, still work collaboratively with PLPs and follow the same processes. PLPs tell us they also welcome and support self-funded applicants.

The programme team tell us their recruitment processes are robust and ensure equality of opportunity. PLPs and students tell us the offer of part-time study enables wider participation in the SCPHN programme.

Senior managers tell us of well-established governance links with PLPs, confirmed through a memorandum of understanding with each PLP. During the application process HBs confirm that governance structures are in place to support practice learning, including employer support and protected learning time. Signed service level agreements are in place for HBs with additional practice learning environment agreements for HV and SN specific PLPs.

Each HB has a nominated practice lead with responsibility for allocation of practice supervisors and practice assessors, allocation of practice learning environments and supporting SCPHN students. Signed documents confirming provision of a practice learning environment with support and supervision for students are in place.

PLPs tell us they encourage and support colleagues to undertake a postgraduate certificate in professional and higher education and some level 11 modules at QMU to help them prepare for supporting students at level 11. Over the last two academic years 22 practice supervisors and practice assessors have successfully completed QMU's facilitation and assessment in specialist practice learning environments module.

Documentation confirms that QMU offers two intakes of students each year, in September and January, to meet the needs of PLPs. Stakeholder meetings and consultations with PLPs for the new programmes shows there's continued demand for both a September and January intake.

Documentation sets out expectations for applicants to have completed academic study at Scottish level 11 within the last five years. Provision is also made for applicants without these academic qualifications to be admitted as an associate student who can transfer to the programme following completion of the first module and completing the shortlisting and interview requirements.

Practice partner management meetings discuss allocation of practice supervisors and practice assessors, placement audits, confirmation of SSSA training and practice placement evaluations. PLPs tell us of a high standard of joint working with QMU who are easy to communicate with and respond quickly to address any practice or academic concerns. PLPs tell us of regular SSSA meetings and shared resources across their practice supervisors and practice assessors.

Practice education facilitators (PEFs) share any placement issues and concerns with QMU as part of their service level agreements. QMU are represented on regional and national quality management of the practice learning environment (QMPLE) groups and disseminate and share information to the programme team. The programme lead has access to QMPLE and is able to view the educational audits for the relevant practice learning areas. Access to the QMPLE tool for post-registration programmes to provide consistency in the feedback of practice learning experiences for HV and SN students is planned.

The programme team tell us of guest lecturers from PLPs and across QMU, including sociology, psychology and education. Opportunities for inter-professional learning include working with fourth year teacher trainees, with discussions between HV and SN students and teacher trainees as part of their personal social and emotional learning module. Resources are shared for child protection and safeguarding concerns for children in transition of school phases, working with children and the impact after COVID-19 on mental health and wellbeing and working with asylum seekers and refugee children.

A PUSC implementation strategy is in place for the division. The strategy indicates PUSCs are involved in recruitment and selection activities, deliver teaching input by sharing their experience of healthcare services or provide specialist sessions such as 'living with a child with a learning disability'. PUSCs participate in student assessments, such as objective structured clinical examinations, and give feedback in the student's PAD and ongoing achievement record. The programme team have developed a SCPHN specific flowchart to demonstrate how PUSCs are involved across the programme.

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

Students generally feel well supported by practice assessors and practice supervisors, but not all students are aware of who their academic assessor is, potentially impacting on the process for raising concerns. (Condition one)

Condition one: To provide student documentation which clarifies and signposts the role of the academic assessor and the process for raising concerns. (SFNME R3.2; SPRP R4.1)

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

MET **NOT MET**

Post Event Review

Identify how the condition is met:

Condition one: QMU provides documentation clarifying the role of the academic assessor. The updated student handbook and validation document present further narrative of the role of the academic assessor and a flow chart in raising concerns. Documentation confirms that the academic assessor is the person nominated by QMU to collate and confirm achievement of proficiencies and recommend the students for registration to the NMC at the end of the programme. The academic assessor can raise any concerns as per the escalation of concern flowchart.

Condition one is now met.

Evidence:

- April SCPHN final responses to visit, undated
- April SCPHN programme student handbook, undated
- April SCPHN 2024 programme specification, undated
- April final January 2024 validation-document 2024, undated
- April-SCPHN 2024 HV PAD context document, undated
- April-SCPHN 2024 QMU HV PAD-final, undated
- April-SCPHN 2024 SN PAD context document, undated
- April-SCPHN 2024 QMU SN PAD-final, undated
- April practice assessor practice supervisor guidelines, undated

Date condition(s) met: 17 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 community public health nursing programme.

Optional Compulsory N/A

Independent and supplementary (V300) prescribing isn't included in the proposed SCPHN programme.

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

YES NO

OR

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

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

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

- Evidence of processes to ensure that the applicant is a NMC registered nurse (level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC approved

Specialist Community Public Health Nurse (SCPHN) programme before being considered as eligible to apply for entry (R1.1.1)

YES NO N/A

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

N/A

An SPQ programme isn't proposed.

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

YES NO

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

YES NO N/A

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

N/A

An SPQ programme isn't proposed.

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

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

MET NOT MET

R1.5 is met. During the application process HBs confirm that governance structures are in place to support practice learning, including employer support and protected learning time. The PAD sets out clear responsibilities for practice supervisors, practice assessors and academic assessors to support students'

learning in practice. The guide for practice assessors and practice supervisors states that students receive protected learning time. Students, practice assessors and practice supervisors confirm protected learning time, including protected time for the practice assessors. Signed memorandum of understanding and practice learning environment agreements are in place.

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

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

YES NO N/A

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

N/A

An SPQ programme isn't proposed.

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

YES NO N/A

V300 prescribing isn't included in the proposed SCPHN programme.

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

YES NO N/A

V300 prescribing isn't included in the proposed SCPHN programme.

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for post-registration education programmes* and *Standards of proficiency for specialist*

community public health nurses (NMC, 2022) will be met through the transfer of existing students onto the proposed programme.

Documentation states no students will transfer to the new programme. Any existing students needing an extension will continue on the current programme but must complete this within the 2024/2025 academic year. Students needing an extension beyond this are required to complete the recognition of prior learning (RPL) process to gain recognition of and accreditation of completed modules to transition to the new programme. An individual plan of learning is developed for each student who is needing an extension and transition.

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 implemented within the current programme. No transfer is required.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 6 March 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 2: Curriculum

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

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

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

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

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

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

R2.4 state routes within the programme for:

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

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

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

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

R2.5 ensure programme learning outcomes reflect the:

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

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

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

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

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

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

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

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

- R2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,
R2.7.2 community nursing SPQ practice: community children’s nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care
R2.8 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies
R2.9 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment
R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and
R2.11 ensure programmes are:
R2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award
R2.11.2 no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes.

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

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

Findings against the standard and requirements

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

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

- all selected fields of SCPHN practice and/or SCPHN PHN practice (R2.1.1)
YES NO N/A

R2.1 is not met. Documentation and the approval visit confirm that some programme staff, including the programme lead are dual qualified, as at the time of qualifying as a public health nurse in Scotland the role was in the HV team but also within schools. Two key practice assessors for SN in NHS Fife and NHS Lothian facilitate sessions with students throughout the programme. QMU are extending the role of associate lecturers within the division and are appointing these to PLPs who engage with the programme delivery and content as SNs. In strengthening

these appointments, a condition is applied that QMU provide documentation to demonstrate that the academic assessor for the SCPHN SN route maintains current knowledge and expertise relevant for the SPSCPHN and programme outcomes they're assessing and confirming. (Condition three)

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

N/A

An SPQ programme isn't proposed.

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

YES NO

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

YES NO N/A

V300 prescribing isn't included in the proposed SCPHN programme.

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

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

YES NO N/A

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

YES NO N/A

A SCPHN public health nurse route isn't included in the proposed programme.

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

N/A

An SPQ programme isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

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

YES NO N/A

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

YES NO N/A

A SCPHN public health nurse route isn't included in the proposed programme.

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

N/A

An SPQ programme isn't proposed.

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

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

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

MET NOT MET N/A

R2.6.1 is met. Programme aims and outcomes and module learning outcomes are mapped to the SPSCPHN. Documentation and the approval visit confirm the first module, 'person-centred approaches to SCPHN practice' provides a robust grounding in SCPHN practice to underpin and embed theory, with learning scaffolded through the programme. The module delivers a non-traditional approach to their learning which requires students to be highly reflective throughout the module. All students complete six core modules across the

programme, each for 20 credits. They tell us that core lectures are delivered in the mornings with route specific seminar groups in the afternoons. Students tell us of splitting into groups for some sessions and having, for example, SN specialists from the PLPs delivering sessions. All students speak highly of the vulnerable child module.

The field specific PAD sets out core and field specific SPSCPHN.

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

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

A SCPHN public health nurse route isn't included in the proposed programme.

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

N/A

An SPQ programme isn't proposed.

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

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

MET **NOT MET**

R2.7.1 is met. Programme aims and outcomes and module learning outcomes are mapped to SPSCPHN. Documentation shows the delivery of core content for the 'child and young person in situ' and 'resilience and adaptability when working with children and young people' modules in the morning followed by field specific seminars in the afternoon. A practice educator tells us they deliver teaching to SN students, for example in the vulnerable child sessions, and work across the cohort in supporting understanding of how SN and HV can work together in the community.

Documentation and the programme team confirm that module content is delivered with students from both the HV and SN programmes attending jointly for core content in order to facilitate shared learning experiences. Shared core content contributes 50 percent of the taught material. Field specific seminars give students opportunities to apply theoretical perspectives and frameworks to their individual professional practice as a SN or HV.

The programme team tell us students acquire research skills from the start through inductions and semester one's 'person-centred approaches to SCPHN practice' module. Research is embedded throughout the programme with students engaging in reviews of literature and critical examination of current research across all modules.

Safeguarding is a learning outcome of the 'resilience and adaptability' module. The 'breastfeeding and relationship building' module relates to both fields of practice with HV students having an additional e-portfolio to complete at the end of the module subject to practice assessor and practice supervisor verification. Following the successful stage two accreditation, the programme team are now working towards gold Baby Friendly accreditation.

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

N/A

An SPQ programme isn't proposed.

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

MET **NOT MET**

R2.8 is met. Documentation shows a balance of theory and practice with the addition of protected study days through semesters one and two to ensure students have time for reflection and to support them to apply theory to practice. There are two practice learning periods across the programme, with students based in practice for semester three.

The 'person-centred approaches to SCPHN practice' module is summatively assessed through students' engagement with the module.

The 'evidencing SCPHN practice (situated learning)' module runs yearlong enabling students to evidence their learning through a critical reflection of learning and demonstrating their achievement of the SPSCPHN via the PAD. The PAD is signed off by the practice assessor, supported by six pieces of evidence to demonstrate achievement of the SPSCPHN.

Teaching across all modules is blended offering online and face-to-face learning opportunities. Module content is delivered to students from HV and SN learning together with field specific seminars to apply learning to their area of practice. Teaching methods include lectures, tutorials, group discussion, challenge and

debate, situation-based learning, collaborative case study analysis, skills rehearsal, workshops, critical reflection and group work.

A range of assessment types include critical companion reflexive discussions, developing a creative asset, such as a video, infographic or poster, a critical commentary, written critical evaluation, critical evaluation and reflexive analysis of a case study and a critical reflective portfolio.

- 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. QMU's virtual learning environment, Canvas, supports students to access all relevant programme documentation and resources, including links for short films and social media platforms. Online tools include Turnitin for students to submit work. Induction weeks support students in their use of Canvas, PebblePad and QMU information technology systems. The programme team tell us PebblePad allows for individualised student portfolios and a range of assessments.

Simulated and technology enhanced learning opportunities are included in the module descriptors. Simulated learning sits within both taught sessions and practice and includes a mock child planning meeting and dealing with bereavement. The programme team and PLPs tell us there's a range of opportunities for students to develop resources using technology to produce creative assets, including videos and infographics. Documentation confirms that PUSCs participate in simulated learning in the 'child and young person in situ', 'resilience and adaptability' and 'evidencing SCPHN practice (situated learning)' modules, either directly or by contributing to the development of scenarios and case studies. Young people we meet tell us they've contributed to case studies. Practice assessors supporting young people tell us they're putting the voices of young people into case studies.

Practice assessors tell us of their use of simulation in practice. For example, a student HV lacked confidence in undertaking a baby check and the practice assessor provided a simulated session using manikins, allowing the student to practise in safety and build confidence, before attending a home visit. They tell us it was a positive experience and led by the student and their specific learning needs.

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 only being delivered in Scotland.

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

YES NO

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

YES NO

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

YES NO

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

YES NO

In appointing associate lecturers to deliver content as SNs, QMU is asked to provide documentation to demonstrate the robustness of the academic assessor role for the SN route. (Condition three)

Outcome

Is the standard met?

MET NOT MET

QMU is extending the role of associate lecturers within the division and are appointing these to PLPs who engage with the programme delivery and content as SNs. QMU is asked to provide documentation to demonstrate the robustness of the academic assessor role for the SN route.

Condition three: To provide documentation to demonstrate that academic assessors for SCPHN SN maintain current knowledge and expertise relevant for the SPSCPHN and programme outcomes they're assessing and confirming. (SSSA R9.3; SPRP R2.1)

Date: 6 March 2024

Post event review

Identify how the condition(s) is met:

Condition three: QMU provides a curriculum vitae and confirmation from human resources of approval of an honorary lecturer position who'll be the named academic assessor for SCPHN SN students on the programme. This position is approved from a partner HB, to ensure up to date and relevant experience in SN.

Condition three is now met.

Evidence:

April SCPHN - honorary award 2024, 29 March 2024

April SCPHN honorary lecturer academic assessor curriculum vitae 2024, undated

Date condition(s) met: 17 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, community mental health nursing, district nursing, general practice nursing or,

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. An admissions process flowchart sets out the process for PLPs and self-funded applicants to access the programme. A practice supervisor and practice assessor guide confirms that students have protected learning time throughout the programme. Roles and responsibilities to meet the SSSA are clear, including for students causing concern. Signed confirmation of provision of a practice learning environment and support and supervision for students on the programme documents are in place.

The programme lead has access to QMPLE and is able to view the educational audits for the relevant practice learning areas. PEFs from the relevant HBs feedback any concerns regarding practice learning to programme leads.

Documentation confirms co-production for the SSSA with practice assessor and practice supervisor guidelines created in collaboration with PLPs. Practice assessor and practice supervisor preparation is undertaken by PLPs and further developed by QMU. Practice assessor and practice supervisor update days throughout the year offer collaborative discussions, networking across PLPs, updates on the NMC standards and the use of the PAD to support students practice learning on the programme. Practice management meetings with PLP leads discuss plans for update days with events open to practice supervisors and practice assessors from all PLPs. Presentation slides and notes are shared for those unable to attend. In addition to the annual update days, bespoke sessions are held to support staff new to the role.

- 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. QMU is adopting the pan-London SCPHN PAD. Each field specific PAD details the responsibilities of students, practice supervisors and practice assessors and guidance for using the PAD to facilitate learning and assessment in practice. The context document confirms that QMU recognises the individuality of each student and acknowledges their unique prior experience and attributes. It states the attainment of competencies is designed to be reflective of each student's diversity. The programme team tell us students are adult learners and recognise their responsibility to work with practice supervisors, practice assessors and the academic assessor. PLPs confirm the bespoke nature of supervising SChPN students, recognising that each student is at a different place in their learning journey.

At the start of practice learning period one, students develop their learning agreement in collaboration with their practice supervisor. The learning agreement and the PAD are ongoing, live documents. Practice supervisors, practice assessors and students confirm tripartite meetings are scheduled throughout the programme to review the learning agreement and to agree progression. Collaborative transition meetings are held with practice supervisors from practice learning period one to review and plan for practice learning period two.

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

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

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

R3.3.1 is met. Signed HB memorandum of understanding and practice learning environment documents confirm that practice placements are audited and students are allocated suitably prepared and experienced practice supervisors and practice assessors.

There's a field specific PAD where all SPSCPHN are assessed. SPSCPHN for HV and SN are recorded in the field specific PAD and are achieved throughout the programme. The PAD is structured into two periods of learning. The full-time programme calendar demonstrates that practice learning takes place over the three semesters of the programme. The part-time route has two learning periods in each of the two years with practice learning across the three semesters of each year.

The process for students to escalate concerns if they're not getting sufficient learning opportunities is clearly set out in the concerns flowchart. Tripartite meetings with the student, practice supervisor, practice assessor and academic assessor include discussion of learning opportunities. All students speak positively about being supported in practice. They confirm alternative practice learning experiences are negotiated and planned for collaboratively. PLPs articulate how they work closely together to enable a variety of learning opportunities across wide areas.

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

A SCPHN public health nurse route isn't included in the proposed programme.

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

An SPQ programme isn't proposed.

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

An SPQ programme isn't proposed.

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

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

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

- There is evidence to demonstrate that the programme team takes account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities, and (R3.5) MET NOT MET

R3.5 is met. During the application process all applicants are asked to declare any illness or disability. If successful in selection they're invited to an appointment with the disability advisor as early as possible to discuss their needs and requirements. This information is shared with the divisional disability coordinator who meets with the student to discuss their individual learning plan (ILP). With student consent the ILP is shared with the teaching team to ensure reasonable adjustments are made.

The student declaration in the PAD, which is completed within the first two weeks of placement, specifically states that PLPs must take account of students' individual needs and personal circumstances, including making reasonable adjustments for students with disabilities. It also encourages students to discuss their individual requirements and to share their ILP with their practice supervisor and practice assessor.

Practice supervisors and practice assessors confirm they respond to students' individual learning needs and make reasonable adjustments where required. They tell us of a joint approach with open, early conversations with the student, practice supervisor, practice assessor and academic assessor ensuring students are well supported in practice. One PLP tells us of making adjustments for students returning after maternity leave, with QMU offering bespoke sessions to support their return. Students tell us of excellent support from PLPs and QMU. They feel confident to approach their personal academic tutors for anything. PLPs tell us their students are very well supported by QMU. Most students tell us they've been able to ask for reasonable adjustments in practice and they've been responsive. Some tell us that the provision of reasonable adjustments isn't equitable across the cohort but that QMU support and work together with the PLP to find solutions.

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

- intended field of SCPHN practice, SCPHN PHN practice or (R3.6.1)
MET **NOT MET** **N/A**

R3.6.1 is met. The PAD confirms students are responsible for identifying their current skill level in collaboration with their practice supervisor and practice assessor and progressing from this point. The programme is designed to enable students to develop both their academic and practice learning SPSCPHN as they progress through the programme. Each of the two practice learning periods include a self-assessment, completion of a learning agreement, a midway assessment and an end of practice learning period assessment.

Semesters one and two include theory and practice, culminating in semester three which is entirely practice learning. Alternative placement experiences are collaboratively agreed between the student and practice supervisor, offering

bespoke experiences to third sector and interagency working. Study days are protected time and arranged by the student, practice supervisor and practice assessor. Students can choose to attend QMU or undertake this independent study remotely.

The programme team tell us of the importance of the 'person-centred approach to SCPHN' module in semester one which shapes students' understanding of the public health role. They tell us semester two modules grow students' understanding and skills leading to semester three completing their linking of theory to practice.

The PAD is achieved as one component of the 'evidencing SCPHN practice (situated learning)' module.

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

N/A

An SPQ programme isn't proposed.

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 6 March 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 4: Supervision and assessment

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

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

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

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

R4.4 ensure practice supervisors:

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

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

R4.5 ensure practice and academic assessors:

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

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

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

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

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

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

R4.7.2 SCPHN public health nurse,

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

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

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

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

Findings against the standards and requirements

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

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

MET

NOT MET

R4.1 is not met. Documentation confirms that each HB has a nominated person responsible for allocation of practice placement, practice supervisor and practice assessor. Students are assigned and have access to practice assessors for their practice placements. They tell us that their individual needs are met and they're provided with pastoral support as required.

The practice assessor is a SCPHN with relevant experience in the same field of practice as the student. The practice learning lead and programme lead liaise to assure processes are followed to ensure students are assigned an appropriately experienced practice assessor.

QMU liaise with service leads through practice management meetings and discuss plans for practice supervisor and practice assessor update days. Update days for practice supervisors and practice assessors are an opportunity for networking and to collaborate in their role of supervising and assessing SCPHN students.

Information about programme updates is also shared. Bespoke sessions are offered to those new to the role of practice supervisor and practice assessor. Presentation slides and notes are shared with attendees and those unable to attend.

All NMC registered academics are expected to be able to fulfil the role of academic assessor for students on the programme they teach on. Newly appointed members of staff are supported by a period of mentorship with a more senior and experienced colleague.

Practice assessors, practice supervisors and students tell us they know how to raise concerns and feel well supported by the programme team. Students tell us they're confident to speak with staff in practice and their personal academic tutor if they've any concerns in practice but are unable to articulate any formal raising concerns policy. A condition is applied that student documentation is provided which clarifies and signposts the role of the academic assessor and the process for raising concerns. (Condition one)

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

MET **NOT MET**

R4.2 is met. All NMC registered academics are expected to be able to fulfil the role of academic assessor for students on the programme they teach on. Newly appointed members of staff are supported by a period of mentorship with a more senior and experienced colleague. Practice assessors and practice supervisors confirm tripartite meetings with the academic assessor. They tell us they know who the academic assessor is, communication is excellent and they're responsive. Curricula vitae demonstrate that current academic assessors are experienced SCPHN registrants in HV, with two dual qualified.

Documentation confirms co-production for the SSSA with practice assessor and practice supervisor guidelines created in collaboration with PLPs. Further support for practice supervisors is offered through the NHS Education for Scotland (NES) practice supervisor online training. PLPs tell us of completing updates and training through the NES training, understanding and research application system (TURAS) single, online unified platform. Practice supervisors and practice assessors tell us that QMU and the HB deliver SSSA training and how they benefit from peer learning opportunities.

Practice supervisors and practice assessors are encouraged to undertake the e-postgraduate certificate in professional and higher education module at QMU. PLPs engage with the NES SSSA resources and QMU updates. Academic staff

share and disseminate NES resources and information from PEF and care home education facilitator newsletters.

Practice management meetings are held with placement leads and the programme team. Academic staff attend national HV and SN network meetings.

- 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. QMU, PLPs and students confirm that they're allocated a practice supervisor, practice assessor and academic assessor in compliance with the SSSA and SPRP. They confirm placement visits are undertaken by the academic assessor to ensure appropriate supervision of the student. The academic assessor is from the SCPHN team which consists of HV, some with dual qualification in SN. Academic assessors also act as personal academic tutors providing pastoral and learning support for students.

The PAD provides opportunities for feedback and progression from the practice supervisor, academic assessor and the practice assessor. This enables the student to be guided formatively on how they're linking theory to practice throughout the programme over the two periods of practice learning.

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

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

YES NO N/A

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

- Processes are in place to ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking (R4.6)

MET NOT MET

R4.6 is met. Documentation and meetings at the approval visit confirm that students are assigned to an appropriate field specific SCPHN practice assessor. The PAD demonstrates that practice assessors must have completed their SCPHN preceptorship, had practice assessor training and a period of preceptorship in their assessing role. Students all confirm they've a practice supervisor and practice assessor for the duration of the programme.

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

MET NOT MET

R4.6.1 is met. Documentation confirms the same person won't fulfil the role of practice supervisor and practice assessor simultaneously. The programme team tell us they'd only do this in exceptional circumstances and in collaboration with the lead for practice learning in the HB. This would be evidenced in the students' PAD, the student record in QMU and noted in the post-registration programme committee. The risk would also be documented in the NMC annual self-report. PLPs tell us there's unlikely to be a circumstance where a practice supervisor and practice assessor is simultaneously the same person as they're confident in their staffing resources to manage this. They confirm they'd work closely with QMU to manage the exceptional circumstance.

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

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

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

YES NO N/A

R4.7.1 is met. The programme team tell us the philosophy of person-centredness at QMU ensures constructive and developmental feedback. QMU feel the 'person-centred approaches to SCPHN practice' and 'evidencing SCPHN practice (situated learning)' modules are specifically structured to enable person-centredness. Module descriptors detail formative assessment opportunities. The programme team tell us they use feedforward in assessments to enable student learning and scaffolding of skills. They stress the importance of assessment for learning not just the assessment of learning. The 'person-centred approaches to SCPHN' module is assessed through the student's engagement. Internal moderation and the external examiner role create opportunities for comment about feedback.

The PAD provides opportunities for feedback and progression from the practice supervisor, academic assessor, practice assessor and PUSCs. This enables the student to be guided formatively on how they're linking theory to practice throughout the programme.

Links with 'Homestart' baby and toddler groups and focus groups with children and young people in schools enables contributions to the development of case studies and module content. PUSCs we meet tell us of the value of giving feedback based upon their own experience to help to support the development of students. Practice assessors tell us a discussion of feedback is part of the practice placement visits and is used for student learning and development. Feedback is also sought from PUSCs and professional colleagues at alternative practice days.

- SCPHN public health nurse (R4.7.2)

YES NO N/A

A SCPHN public health nurse route isn't included in the proposed programme.

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

N/A

An SPQ programme isn't proposed.

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

N/A

An SPQ programme isn't proposed.

- There is evidence that all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which

confirms SCPHN and/or community nursing SPQ proficiencies have been met (R4.8)

YES NO

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

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

YES NO N/A

R4.9.1 is not met. The PAD records all core and field SPSCPHN and there's a field specific ongoing achievement record. The two practice learning periods in the programme ensure students develop their SPSPCHN. There's a requirement for practice assessors and academic assessors to confirm that all SPSCPHN are met.

Ongoing communication between the practice supervisors, practice assessors and academic assessors create opportunities to assess the student's suitability for award and confirm overall proficiency.

Students aren't able to complete the programme until all SPSCPHN are achieved. QMU is asked to remove the word "normally" from all documentation where narrative relates to fulfilling all programme requirements in order to be recommended to the NMC as a SCPHN practitioner. (Condition two)

- SCPHN public health nurse practice (R4.9.2)

YES NO N/A

A SCPHN public health nurse route isn't included in the proposed programme.

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

N/A

An SPQ programme isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

YES NO

Students are unable to articulate any formal raising concerns policy. A condition is applied that student documentation is provided which clarifies and signposts the role of the academic assessor and the process for raising concerns. (Condition one)

QMU is asked to update all programme documentation to remove the word 'normally' from any narrative related to students fulfilling the programme requirements. (Condition two)

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

Not all students are aware of who their academic assessor is, which potentially impacts on the process for raising concerns.

Condition one: To provide student documentation which clarifies and signposts the role of the academic assessor and the process for raising concerns. (SFNME R3.2; SPRP R4.1)

The word 'normally' is found on some programme documentation in stating the requirements for students to fulfil programme requirements and meet the standards/proficiencies. QMU is asked to remove the word 'normally' from all programme documentation.

Condition two: To update all programme documentation to remove the word 'normally' from any narrative related to fulfilling the programme requirements, complying with the general and academic regulations and meeting the standards/proficiencies as identified by the NMC. (SFNME R2.1; SPRP R4.9.1)

Date: 6 March 2024

Post event review

Identify how the condition(s) is met:

Condition one: QMU provides documentation clarifying the role of the academic assessor. The updated student handbook and validation document present further narrative of the role of the academic assessor and a flow chart in raising concerns. Documentation confirms that the academic assessor is the person nominated by QMU to collate and confirm achievement of proficiencies and recommend the students for registration to the NMC at the end of the programme. The academic assessor can raise any concerns as per the escalation of concern flowchart.

Condition one is now met.

Evidence:

April SCPHN final responses to event, undated
April SCPHN programme student handbook, undated
April SCPHN 2024 programme specification, undated
April final January 2024 validation-document 2024, undated
April-SCPHN 2024 HV PAD context document, undated
April-SCPHN 2024 QMU HV PAD-final, undated
April-SCPHN 2024 SN PAD context document, undated
April-SCPHN 2024 QMU SN PAD-final, undated
April practice assessor practice supervisor guidelines, undated

Condition two: QMU has removed the word 'normally' from all programme documentation in complying with the general and academic regulations and meeting the standards and proficiencies as identified by the NMC.

Condition two is now met.

Evidence:

April SCPHN programme student handbook, undated
April SCPHN 2024 programme specification, undated
April SCPHN assessment guidelines person-centred approaches to SCPHN practice, undated

Date condition(s) met: 17 April 2024

Revised outcome after condition(s) met: 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)
YES NO N/A
- Processes are in place to inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration (R5.3)
N/A

An SPQ programme isn't proposed.

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

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

YES NO N/A

V300 prescribing isn't included in the proposed SCPHN programme.

- 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

V300 prescribing isn't included in the proposed SCPHN programme.

Fall Back Award

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

YES NO N/A

There's no fall back exit award with registration as a SCPHN.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to the qualification to be awarded are met

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 6 March 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Section four

Sources of evidence

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>If you stated no above, please provide the reason and mitigation:</p> <p>Practice learning environment document not reviewed, but signed practice learning agreements reviewed. Practice preparation documents for practice supervisors and practice assessors reviewed along with student handbook where there's narrative about the practice learning environment.</p> <p>External examiner appointments and arrangements not reviewed, but external examiners' reports for past two years, demonstrating the value of external examiner feedback in sharing areas of good practice and areas for development, are reviewed.</p> <p>There's no SCPHN apprenticeship route proposed.</p>		
<p>List additional documentation:</p> <p>Post visit documentation to meet conditions: April SCPHN final responses to visit, undated April SCPHN programme student handbook, undated April SCPHN 2024 programme specification, undated April final January 2024 validation-document 2024, undated April-SCPHN 2024 HV PAD context document, undated April-SCPHN 2024 QMU HV PAD-final, undated April-SCPHN 2024 SN PAD context document, undated April-SCPHN 2024 QMU SN PAD-final, undated April practice assessor practice supervisor guidelines, undated April SCPHN assessment guidelines person-centred approaches to SCPHN practice, undated April SCPHN - honorary award 2024, 29 March 2024 April SCPHN honorary lecturer academic assessor curriculum vitae 2024, undated</p>		
<p>Additional comments:</p> <p>None identified.</p>		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study:		
One x SN current student One x HV current student Two x HV alumni One x SN alumnus		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
There's no SCPHN apprenticeship route proposed.		
Additional comments:		
None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, system regulator reports list:		
If you stated no above, please provide the reason and mitigation:		
QMU are an established AEI and visits to resources isn't required.		
Additional comments:		
None identified.		

Mott MacDonald Group Disclaimer

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

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

Issue record

Final Report

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