

Programme approval report

Section one

Programme provider name:	Queen Margaret University
Programmes reviewed:	<p>Specialist practice qualification:</p> <p>Community children’s nursing <input type="checkbox"/></p> <p>Community children’s nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Community learning disabilities nursing <input type="checkbox"/></p> <p>Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Community mental health nursing <input type="checkbox"/></p> <p>Community mental health nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>District nursing <input type="checkbox"/></p> <p>District nursing with integrated independent and supplementary prescribing (V300) <input checked="" type="checkbox"/></p> <p>General practice nursing <input type="checkbox"/></p> <p>General practice nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Health and social care nursing <input type="checkbox"/></p> <p>Health and social care nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p>

	<p>Community nurse specialist practice (NMC 2022) apprenticeship:</p> <p>Community children's nursing apprenticeship <input type="checkbox"/></p> <p>Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Community learning disabilities nursing apprenticeship <input type="checkbox"/></p> <p>Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Community mental health nursing apprenticeship <input type="checkbox"/></p> <p>Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>District nursing apprenticeship <input type="checkbox"/></p> <p>District nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>General practice nursing apprenticeship <input type="checkbox"/></p> <p>General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Health and social care nursing apprenticeship <input type="checkbox"/></p> <p>Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p>
--	--

Title of programme(s):	PG Diploma Specialist Practice (District Nursing)
Academic levels:	
SPQ Community children's nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community learning disabilities nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community mental health nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ District nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF

	<input type="checkbox"/> Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input checked="" type="checkbox"/> Level 11
SPQ General practice nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Health and social care nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community children's nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community learning disabilities nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7

	<p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community mental health nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ District nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ General practice nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>

SPQ Health and social care nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Health and social care nursing 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:	16 April 2024
Programme start date:	
SPQ Community children's nursing	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community learning disabilities nursing	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community mental health nursing	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	
SPQ District nursing	
SPQ District nursing with integrated independent and supplementary prescribing (V300)	1 September 2024
SPQ General practice nursing	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	
SPQ Health and social care nursing	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community children's nursing apprenticeship	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	

SPQ Community learning disabilities nursing apprenticeship	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community mental health nursing apprenticeship	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ District nursing apprenticeship	
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ General practice nursing apprenticeship	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Health and social care nursing apprenticeship	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Hannah Ingram Lay Visitor: Doug Carr

Section two

Summary of review and findings

Queen Margaret University (QMU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The school of health sciences (the school) division of nursing and paramedic science within QMU present for approval a specialist practice qualification (SPQ) district nursing (DN) with integrated independent and supplementary prescribing (V300) programme. This programme has the V300 integrated as a module of study within the programme structure and is being offered as a full- and part-time route. The V300 programme is already approved by the NMC from 13 August 2020.

The programme is titled 'postgraduate diploma (PG Dip) specialist practice (DN)'. Successful completion of the award qualifies students to record the SPQ of DN with V300 with the NMC. A cohort of 30 students is proposed to commence in September 2024. The programme is delivered at the school campus in Edinburgh.

The programme is designed to meet 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), the Standards of proficiency for community nursing SPQs (SPCNSPQ) (NMC, 2022) and the Royal Pharmaceutical Society (RPS) competency framework for all prescribers (RPS, 2021).

Programme documentation and the approval process evidence established relationships between the AEI and practice learning partners (PLPs), and confirm some evidence of effective partnership working between the AEI, PLPs and students. Strengthening partnership working with all stakeholders to ensure ongoing co-production of the programme is recommended. It's also recommended that strengthening partnership working with PLPs to ensure governance processes related to opportunities for self-funding and self-employed applications is fully understood.

Documentation and the approval process provide some evidence of the inclusion of inter-professional learning (IPL) in the programme. It's recommended that, in partnership with PLPs, opportunities for IPL are strengthened and enhanced.

The programme team confirm that students are aware of processes for protected learning time, recognition of prior learning (RPL) specific to the SPQ programme and that only in exceptional circumstances may the same person fulfil the role of both practice assessor and practice supervisor. Some evidence of these processes is evident in the documentation provided and is confirmed through the approval process. Updating of the student handbook to detail these processes clearly and accurately is required.

The Association of DN Educators (ADNE) SPQ practice assessment document (PAD) is presented. The core ADNE SPQ PAD is subject to an existing NMC condition, therefore a legacy condition is applied at the visit. An updated ADNE SPQ PAD is required that provides the minimum hours/weeks to be achieved in practice, that's specific to QMU and the proposed programme.

Documentation and the approval process provide evidence of the engagement of practice assessors and practice supervisors in the programme. There's evidence of the preparation of practice assessors and practice supervisors to undertake their roles in supporting SPQ DN students in learning and assessment. An implementation plan that details how practice assessors and practice supervisors are supported to implement the ADNE SPQ PAD is required.

Documentation and the approval process evidence a distinctive approach to involving people who use services and carers (PUSCs), particularly in its intention to incorporate the voices of lived experience, including third sector organisations, into the teaching and learning programme approach. Ongoing contribution of PUSCs and the maximising of opportunities for the inclusion of PUSCs requires future monitoring.

QMU has an equality, diversity and inclusion (EDI) committee in place whose purpose is to set the strategic direction for equality. QMU policies for inclusive learning and teaching are also in place which seek to ensure that there's maximisation of inclusivity in the learning and teaching of programmes. Senior manager representatives of the AEI tell us of the responsibilities that programmes have in capturing data to enhance access of opportunity for students. The programme team inform us that they're aware of the impact such university policies have on them.

Documentation and discussion with the programme team and QMU senior management representatives confirm that the programme is developed and delivered to encourage the EDI of all students. The programme team confirm that they support individual needs and take account of individual needs to ensure patterns of study to enhance opportunities for achievement, with individual academic and study support available. The programme team confirm that achievement and ethnicity awarding gaps are monitored. Future monitoring of the programme should include EDI information.

The approval process confirms effective partnership working between QMU and PLPs when concerns related to the quality and safety of practice learning environments are raised through system regulator reports.

The approval visit is undertaken via remote means.

The SFNME isn't met as conditions apply.

The SSSA aren't met as conditions apply.

The programme is recommended to the NMC for approval subject to three joint NMC and university conditions. There's one further university condition. There are three NMC recommendations and three university recommendations.

Updated 28 May 2024:

QMU provide evidence to meet the three joint NMC and university conditions. The AEI provide evidence that the university condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Update the student programme handbook to provide information about the provision of protected learning time, RPL process and that only in exceptional circumstances may the same person fulfil the role of both practice assessor and practice supervisor for the same student. (SFNME R3.2; SPRP R2.1.2, R4.6.1) (NMC and university condition)</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>Condition two: Provide the final approved ADNE SPQ PAD updated with QMU programme specific detail,</p>

	<p>including the minimum number of required weeks/hours to be achieved in practice. (SFNME R2.1; SPRP R2.11.1) (NMC and university condition)</p> <p>Condition three: Provide an implementation plan that details how practice assessors and practice supervisors are supported to implement the ADNE SPQ PAD. (SSSA R5.1, R8.2; SPRP R4.2) (NMC and university condition)</p> <p>Assessment, fitness for practice and award:</p> <p>Condition four: To review the approach to group work and the extent to which summative group assessments allow students to demonstrate achievement of the level 11 learning outcomes and module objectives. (University condition)</p> <p>Education governance: management and quality assurance:</p> <p>None identified.</p>
<p>Date condition(s) to be met:</p>	<p>21 May 2024</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider strengthening partnership working with PLPs, students and PUSCs to ensure ongoing co-production of the programme. (SFNME R1.12, R5.5)</p> <p>Recommendation two: Consider strengthening and enhancing opportunities for IPL and working in partnership with PLPs. (SFNME R1.13)</p> <p>Recommendation three: Consider enhancing strategic partnership working with PLPs to ensure they remain fully cognisant of governance processes related to opportunities for self-funding and self-employed applicants. (SPRP R1.5, R3.1)</p> <p>Recommendation four: To review the documentation to address minor errors and inconsistencies as highlighted prior to the visit and during the discussions. (University recommendation)</p>

	<p>Recommendation five: To continue to enhance approaches to recruitment and the wider student experience to support the ongoing development of a diverse workforce. (University recommendation)</p> <p>Recommendation six: To keep under review the delivery and structure of the part-time route to ensure a high quality and accessible student experience. (University recommendation)</p>
Focused areas for future monitoring:	<p>Ongoing monitoring of and response to EDI data.</p> <p>Ongoing contribution of PUSCs to the programme.</p>

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>The student programme handbook is amended to provide information for students regarding protected learning time. Information on RPL processes are strengthened and there's further information that supports the standard that the practice assessor and practice assessor may only be the same person for the same student in exceptional circumstances. Condition one is met.</p> <p>The ADNE SPQ PAD is updated with specific QMU programme detail and includes the required number of hours to be achieved in practice. This is highlighted for students in the document and added to the learning log in the document. The student handbook for the evidencing development as a person-centred specialist practitioner module is also updated to include this information. Condition two is met.</p> <p>The programme team provide an implementation plan detailing how practice supervisors and practice assessors are supported to implement the ADNE SPQ PAD and are supported in practice to implement the new standards. Three training sessions are devised to support practice assessors and practice supervisors in preparing for use of the ADNE SPQ PAD and implementing the SPCNSPQ. This information is reflected in the QMU PAD context document. The flow charts provided are updated to reflect touchpoints of support for practice assessors and practice supervisors during the programme. Condition three is met.</p> <p>The AEI confirms that the university condition (condition four) is met.</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>

Summary of observations made, if applicable	
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	21 May 2024

Section three

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC 2018, updated 2023)</p> <p>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</p>

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 process evidence the involvement of PLPs, students and PUSCs in the development of the new programme with the opportunity to provide feedback.

The programme team recognise the contribution that PUSCs make to the programme. PUSCs have been involved in the stakeholder consultation process undertaken in the development of the programme, and there's a clear direction for continuing involvement of PUSCs in module content and in feedback provided to students during practice learning experiences.

Outcomes of an internal review of PUSC involvement in programmes is yet to be made available, but senior management representatives from QMU confirm that this will include a project post for developing PUSC involvement across the school. The programme team confirm their intention to involve third sector agencies in providing a voice from the PUSC perspective and describe intentions to build the PUSC voice into resources for learning within modules. PUSCs confirm that they've been involved in the development of the programme and that they've been made aware of further involvement with the programme. The approval visit confirms that PUSCs feel valued in their role and that training has been received. PUSCs report that communication with the programme team and QMU is very good.

The programme team are recommended to consider measures to enhance partnership working with all stakeholders in the new programme to ensure ongoing co-production. (Recommendation one)

Documentary evidence and discussion with the programme team and senior representatives for the AEI provide assurance of processes for the oversight and monitoring of the programme. Processes for raising concerns by students about practice are in place. Practice assessors and practice supervisors tell us that they're aware of processes surrounding such concerns being raised. Students tell us that they're also aware of their responsibilities in raising concerns and that they know the process by which concerns may be raised.

Practice assessors and practice supervisors confirm they've been consulted in the programme development and appear confident in the application of the NMC standards that support the programme. PLPs report that practice supervisors and practice assessors receive training and updates from QMU for their roles and that support is accessible.

The programme team adopt the ADNE SPQ PAD for the programme. PLPs, practice assessors and practice supervisors inform us that they're aware of the intended use of the ADNE SPQ PAD but don't appear to have been updated on the use of the ADNE SPQ PAD. (Condition three)

PLPs confirm effective partnership working through the allocation of student numbers in practice, through joint recruitment and selection processes and in

supporting students who may be struggling. PLPs, practice assessors and practice supervisors discuss the challenges of supporting students and one area tells us of a perception of a lack of practice assessors and practice supervisors, but that this role isn't undertaken simultaneously by the same person, for the same student. Clarity around the exceptional circumstances where the same person may fulfil the role of practice assessor and practice supervisor needs to be detailed in the student handbook. (Condition one)

PLPs, students, practice assessors and practice supervisors confirm the process for educational auditing in practice. They tell us of the governance processes in place to ensure educational audits are contemporary, in place for each practice learning experience and how this information is communicated between the university and practice.

The programme team tell us of the processes in place for RPL specific to SPQ DN and how protected learning time is provided for the student in practice. PLPs, practice assessors and practice supervisors confirm the process for providing protected learning time. This isn't evident in the student facing documentation. (Condition one). Under the outgoing NMC standards, current students inform us that they're supernumerary.

Documentary evidence and the approval process evidences the expertise in the school to deliver the programme. One member of the team has left and the senior management representatives tell us of a clear plan to replace the post. They describe how they're responsive to staffing resource needs and have an interdisciplinary approach to ensure they draw on relevant expertise internally and externally.

Documentation states that students are given the opportunity to express their opinions and be partners in the decision-making of the university. Documentation confirms that student academic representative roles provide a key vehicle for programmes in providing feedback about the student experience. Student-staff liaison meetings, some of which are student led, are in place which provide a channel for programme representatives to share knowledge and discuss aspects of their experience.

Students confirm that there are mechanisms in place to listen to and respond to student feedback. They describe the responsiveness of personal academic tutors and the programme team in responding to student queries. Students confirm that there are two student representatives that liaise with the programme team and attend meetings to provide feedback.

Documentary evidence and discussion supports that the AEI and PLPs provide the necessary support and oversight for practice supervision to ensure safe and effective learning in practice environments.

Documentary evidence and discussion with the programme team assures that IPL is in place. Discussion with students at the approval visit confirms that there's some opportunity for IPL with pre-registration nursing students. It's recommended that opportunities for IPL are enhanced and strengthened, so that IPL with a wider range of practitioners is available for the SPQ DN students. (Recommendation two)

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

MET NOT MET

There's insufficient student facing documentary evidence that communicates the specific processes that support and empower students to achieve. Further detail to the student handbook is required on specific processes as applicable to SPQ DN.

Condition one: Update the student programme handbook to provide information about the provision of protected learning time, RPL process and that only in exceptional circumstances may the same person fulfil the role of both practice assessor and practice supervisor for the same student. (SFNME R3.2; SPRP R2.1.2, R4.6.1) (NMC and university condition)

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

There's insufficient evidence provided that ensures that practice assessors and practice supervisors are aware of and are supported in the use of the ADNE SPQ PAD.

Condition three: Provide an implementation plan that details how practice assessors and practice supervisors are supported to implement the ADNE SPQ PAD. (SSSA R5.1, R8.2; SPRP R4.2) (NMC and university condition)

Post Event Review

Identify how the condition is met:

Condition one: The student programme handbook is amended to provide information for students regarding the provision of protected learning time. Information on RPL processes are strengthened and there's further information that supports the standard that the practice assessor and practice assessor may only be the same person for the same student in exceptional circumstances.

Condition one is met.

Evidence:

SPQ DN programme team visit response 21052024 signed, 21 May 2024
PG Dip specialist practice (DN) student programme handbook September 2024, undated

Condition three: The programme team provide an implementation plan detailing how practice supervisors and practice assessors are supported to implement the ADNE SPQ PAD and are supported in practice to implement the new standards. Three training sessions are devised to support practice assessors and practice supervisors in preparing for use of the ADNE SPQ PAD and implementing the SPCNSPQ. This information is reflected in the QMU PAD context document. The flow charts provided are updated to reflect touchpoints of support for practice assessors and practice supervisors during the programme.

Condition three is met.

Evidence:

SPQ DN programme team visit response 21052024 signed, 21 May 2024
Practice assessor/practice supervisor/academic assessor touchpoints to support PAD implementation, undated
QMU SPQ pan PAD context document, undated

Date condition(s) met: 21 May 2024

Revised outcome after condition(s) met:

MET

NOT MET

Independent/Supplementary Prescriber (V300)

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

Optional **Compulsory** **N/A**

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:

13 August 2020

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

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

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

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

R1.8 where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing qualification to SCPHN

and/or SPQ students, ensure that the applicant is a registered nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry.

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

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

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

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

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

MET NOT MET

R1.5 is met. Documentary evidence and discussion at the approval visit with the programme team confirm that processes are in place to ensure that the applicant holds the required registration and is capable of safe and effective practice at the level of proficiency appropriate to the SPQ programme before being considered as eligible to apply for entry. Processes ensure each applicant holds a bachelor's degree or has gone through the RPL process to enable them to study at the appropriate level for the programme. Documentary evidence and discussion at the approval visit confirm that learning agreements are in place between QMU and PLPs that confirm employer support and the provision of protected learning time.

The documentary evidence and discussion with the programme team provide evidence that processes exist that provide opportunities for eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry on to the community nursing SPQ programme. The programme team and senior management representatives assure us that discussion has been held and continues to be held to support eligible nurses to access these opportunities. Some PLPs at the visit are unclear of the process for the provision of opportunities for eligible self-employed and self-funded applicants to apply for entry on to the programme. Strengthened partnership working to ensure the governance processes are understood is recommended.

(Recommendation three)

Students, PLPs, practice assessors and practice supervisors inform us of the processes to provide protected learning time. Students tell us that they're supernumerary and can access support as required.

The documents provided and the discussion with the programme team and with students confirm there's a range of resources to support student learning needs and wellbeing. Students, PLPs, practice assessors and practice supervisors inform us that there are processes in place to ensure that reasonable adjustments are made as necessary, that the programme team are responsive and supportive and that there are processes in place to support the raising and escalation of concerns.

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

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

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

YES NO N/A

Proposed transfer of current students to the programme under review

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

There are no students being transferred on to the new programme.

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

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

QMU already have the SSSA in place for all students, therefore transfer isn't required.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 16 April 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)

N/A

A SCPHN programme isn’t proposed.

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

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

R2.1.2 is not met. There's insufficient documentary evidence that students are empowered and supported for learning as student facing documentation doesn't provide information about protected learning time, the RPL process and that only in exceptional circumstances may the same person fulfil the role of both practice assessor and practice supervisor for the same student. (Condition one)

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

YES NO

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

YES NO N/A

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

A community nursing SPQ practice in health and social care route isn't proposed.

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

Provide an 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)

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

- standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing,

or in other specified field(s) of community nursing in health and social care (R2.6.3)

MET **NOT MET**

R2.6.3 is met. Documentary evidence and discussions at the visit with the programme team and PLPs confirm that the proposed programme is tailored to the intended field of DN. The modules are mapped to the SPCNSPQ. The programme content is in alignment with concepts of person-centred care and community nursing. The programme learning outcomes reflect the SPCNSPQ for DN and these are evident throughout the modules.

The programme adopts an approach to IPL in the context of a person-centred philosophy. The programme team tell us that opportunities for IPL are embedded within the teaching and learning approach within academic settings, and that practice learning experience provides a range of opportunities for learning with other practitioners. Practice supervisors tell us that they're aware of their role in facilitating opportunities for learning about the practice experience of other professions.

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

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

N/A

A SCPHN programme isn't proposed.

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

MET **NOT MET**

R2.7.2 is met. Documentary evidence and discussion at the approval visit demonstrate that programme content meets the programme learning outcomes for DN within the practice and theory learning elements. Students, practice assessors and practice supervisors inform us of how knowledge and skill for nursing in the home is applied using the PAD and is supported through regular meetings with practice support, as well as considered in the classroom and through assessments. The programme supports learning and the achievement of the SPCNSPQ through a modular approach. Four of the six modules of the programme are structured on person-centred care in community contexts with a focus on specialist practice for DN.

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

MET NOT MET

R2.8 is met. Documentary evidence and discussion at the approval visit confirm there's a balance of theory and practice learning throughout the programme. Students have continuous practice learning opportunities throughout the programme. Documentary evidence and discussions with the programme team, practice supervisors and practice assessors confirm that there's a range of teaching and learning strategies employed throughout the programme including simulated practice, shadowing, lectures, group work and reflection. Students report enjoying the teaching and learning strategies used and confirm that these support learning.

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

MET NOT MET

R2.9 is met. The programme team tell us that technology is utilised within the overall approach to teaching and learning and that it will develop further with the use of "voices by experience" resources within modules as a teaching resource. Students utilise a virtual learning environment throughout their programme. There's a library service that supports students with technical issues. Students engage in information technology systems that support practice, such as caseload planning tools and virtual monitoring digital equipment, during their practice learning experiences. The programme team use videos of real-life experiences of PUSCs to bring the patient voice into the classroom using technology.

The programme team inform us that opportunities for simulation are incorporated into modules. Simulation in the classroom and in practice with practice supervisors and practice assessors includes simulating difficult conversations through role play, simulated physical assessment and prescribing. PUSCs don't currently participate in simulated learning. Documentary evidence and discussions with the programme team and senior staff representatives for QMU confirm there's a strategy in place for PUSCs to be included in simulation in the new programme.

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

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

YES NO N/A

The programme isn't delivered in Wales.

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

YES NO

R2.11.1 is not met. The ADNE SPQ PAD isn't contextualised to the specific requirements of the QMU programme in relation the number of weeks/hours students must complete in practice. (Condition two)

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

YES NO

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

YES NO

The student facing documentation requires updating to provide information about protected learning time, the RPL process specific to SPQ and arrangements for practice assessors and practice supervisors may only in exceptional circumstances fulfil the role of both practice supervisor and practice assessor for the same student. Therefore, students aren't currently provided with all information relevant to their programme. (Condition one)

The ADNE SPQ PAD requires contextualisation to the specific detail for QMU students including the detail of the number of weeks/hours to be achieved in practice. (Condition two)

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

YES NO

Outcome

Is the standard met?

MET NOT MET

The approval visit and documentary evidence confirm that protected learning time is provided, that opportunities for RPL are available and that there are appropriate arrangements for practice supervision and assessment. However, this information isn't evidenced in student facing documentation.

Condition one: Update the student programme handbook to provide information about the provision of protected learning time, RPL process and that only in exceptional circumstances may the same person fulfil the role of both practice

assessor and practice supervisor for the same student. (SFNME R3.2; SPRP R2.1.2, R4.6.1) (NMC and university condition)

The required hours/weeks that students must achieve to complete the programme is assured in discussion but isn't evident in the PAD.

Condition two: Provide the final approved ADNE SPQ PAD updated with QMU programme specific detail, including the minimum number of required weeks/hours to be achieved in practice. (SFNME R2.1; SPRP R2.11.1) (NMC and university condition)

Date: 16 April 2024

Post event review

Identify how the condition(s) is met:

Condition one: The student programme handbook is amended to provide information for students regarding the provision of protected learning time. Information on RPL processes are strengthened and there's further information that supports the standard that the practice assessor and practice assessor may only be the same person for the same student in exceptional circumstances.

Condition one is met.

Evidence:

SPQ DN programme team visit response 21052024 signed, 21 May 2024
PG Dip specialist practice (DN) student programme handbook September 2024, undated

Condition two: The ADNE SPQ PAD is updated with specific QMU programme detail and includes the required number of hours to be achieved in practice. This is highlighted for students in the document and added to the learning log in the document. The student handbook for the evidencing development as a person-centred specialist practitioner module is also updated to include this information.

Condition two is met.

Evidence:

SPQ DN programme team visit response 21052024 signed, 21 May 2024
QMU SPQ pan-PAD, undated
QMU SPQ pan-PAD context document, undated
Evidencing development as a person-centred specialist practitioner student handbook, undated

Date condition(s) met: 21 May 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. There's a practice-based learning strategy with service level agreements in place with quality assurance processes for the programme. The programme team and PLPs confirm that there's effective arrangements in place to support the quality of practice learning; this is supported by documentary evidence.

Disclosure and barring service checks are undertaken by employers as part of the recruitment process. The programme team confirm that this is checked prior to commencement of the programme.

The programme team confirm touch points during the programme when QMU staff, practice assessors and practice supervisors meet. There's evidence in the PAD that tripartite meetings are an opportunity for students, practice assessors and practice supervisors to discuss progress. Practice learning is monitored by the programme team and academic assessors, and if concerns are identified there's evidence of processes in place to address these.

The programme team assure us that they've training for the academic assessor role and have time allocated to fulfil this.

Evidence in the documentation, and through discussion with the programme team and senior representatives from the AEI, confirm that there are processes in place for the recruitment, selection and support of self-employed and/or self-funding students. PLPs aren't aware of the processes in place. Strengthening knowledge related to these opportunities in partnership with PLPs is recommended.
(Recommendation three)

- 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. Programme documentation evidences that practice assessors and practice supervisors hold the SPQ in DN. PLPs identify practice supervisors and practice assessors for SPQ DN students. Practice supervisors and practice

assessors undertake training through the 'Once for Scotland' approach and the programme team provide updates prior to and during the programme. There's a practice supervisor and practice assessor handbook which outlines the roles and responsibilities of the practice supervisor, the practice assessor and the academic assessor. The handbook states that the practice assessor for the V300 may be a different person from the SPQ DN practice assessor.

Documentary evidence and discussions with students, practice assessors and practice supervisors confirm processes for the evaluation of practice placements. Students, practice assessors and practice supervisors inform us of the arrangements of student support in practice which reflect the SSSA. Students have an allocated practice supervisor and a practice assessor. PLPs and students confirm the arrangements for protected learning time. Students inform us that they're supernumerary in practice. The handbooks for practice assessors, practice supervisors and students assure of the processes in place for the raising of concerns. PLPs and students confirm that they're aware how to escalate concerns.

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

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

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

N/A

A SCPHN programme isn't proposed.

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

MET NOT MET N/A

R3.3.3 is met. Documentary evidence and discussion with students and the programme team confirm how practice-based learning experiences support students to meet the SPCNSPQ. Practice supervisors, practice assessors and PLPs tell us how they've been supported by the programme team to consider how the SPCNSPQ may be achieved in practice.

Practice learning is integrated throughout the programme and within identified modules. During the programme the student has a minimum of two placements.

The PAD supports a range of practice experiences as students are encouraged to take alternative learning opportunities such as shadowing other professionals related to SPQ DN. The PAD offers the opportunity for students to identify individual learning needs in collaboration with their practice supervisor and practice assessor. Students tell us the learning experiences they have in practice reflect what they need to meet the SPCNSPQ for DN and that they've positive and valuable learning experiences.

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

MET NOT MET N/A

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

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

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

YES NO

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

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

MET NOT MET

R3.5 is met. Documentary evidence and the approval process confirm that the programme team work in partnership with PLPs in ensuring that the individual learning needs of the student are considered in helping students to achieve their programme learning outcomes. Practice assessors and practice supervisors tell us that they're aware of their responsibilities in responding to requests for reasonable adjustments. Practice assessors and practice supervisors don't give any specific examples of adjustments made but discuss how practice learning can be adapted such as supporting students to move bases if this is required, or to extend a placement. Students tell us that they're aware of the possibilities in making such requests. One student informs us of adjustments that have been made when personal circumstances have required a change to practice learning experiences. The student informs us that this was an easy process to follow in which they were supported by their practice supervisor to liaise with senior management and occupational health.

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

- intended field of SCPHN practice, SCPHN PHN practice or (R3.6.1) **N/A**

A SCPHN programme isn't proposed.

- their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice (R3.6.2) **MET** **NOT MET** **N/A**

R3.6.2 is met. Documentary evidence and the approval process provides evidence that both the full-time and part-time routes of the programme culminate in a period of practice learning. Progress and achievement are documented in the PAD and discussed at tripartite meetings. The programme calendar and the programme documentation confirm that the programme for both routes is designed to enable students to progress their learning in terms of complexity, culminating in a period of practice learning at the end of the programme. The programme structure commences with a focus on evidence-based practice and health assessment. Students then progress to develop leadership skills and independent prescribing. The culminating module supports students to enhance their development as a specialist practitioner. The PAD supports students to individualise their learning and develop learning action plans accordingly in their practice learning experience.

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: 16 April 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET

NOT MET

N/A

Standard 4: Supervision and assessment

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

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

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

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

R4.4 ensure practice supervisors:

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

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

R4.5 ensure practice and academic assessors:

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

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

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

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

- R4.7 provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:
- R4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.7.2 SCPHN public health nurse,
- R4.7.3 their intended community nursing SPQ in the field of: community children’s nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or
- R4.7.4 other specified field(s) of community nursing SPQ in health and social care
- R4.8 ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met
- R4.9 assess the student’s suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:
- R4.9.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.9.2 SCPHN public health nurse practice,
- R4.9.3 their intended SPQ in the field of: community children’s nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, and/or
- R4.9.4 other specified field(s) of community nursing SPQ in health and social care practice.

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

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Programme documentation demonstrates that there are robust processes and policies in place to ensure a partnership approach to support, supervision, learning and assessment. Students confirm they’re allocated a practice assessor and a practice supervisor. The documentary evidence provided

and discussions with the programme team, students, practice assessors and practice supervisors confirm that the programme team contact the nominated practice supervisor and practice assessor via the student once the student is on the programme through a practice capture form. Information for students, practice supervisors and practice assessors is contained within handbooks and the PAD. Students tell us they're advised about and have access to the process for raising concerns within practice and in QMU.

Students inform us they're provided with timely feedback, written and oral, from the programme team, practice assessors and practice supervisors. Students tell us they've the opportunity for formative assessment and receive constructive feedback. Students confirm they receive feedback from PUSCs in practice. The PAD offers opportunity for PUSCs to provide written feedback for students. PUSCs tell us there's a plan in place for them to be involved in the formative assessment of students and to provide feedback in the classroom.

The programme assessment strategy is designed to support students to achieve the SPCNSPQ. The PAD requires that students are assessed in practice by their practice assessor through a range of methods including direct observation and through professional discussions.

Each student has a personal academic tutor allocated at the commencement of the programme to support students to achieve their educational and professional learning goals.

Documentary evidence confirms that educational audits are in place and that there are processes and systems in place to support safe practice learning. There's an external examiner in place for the programme.

Students tell us that they can informally and formally evaluate the programme at the modular and programme stage. Students tell us that they've opportunity to evaluate each placement learning experience. Students tell us they feel that their feedback is considered and responded to.

- 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 not met. PLPs inform us that they understand the principles and requirements of the SSSA and the roles of the practice supervisor, the practice assessor and the academic assessor. Assurance is given by the PLPs that there are sufficient numbers of practice assessors and practice supervisors to support students.

There's a practice assessor and practice supervisor handbook which clearly identifies roles and expectations. The handbook is clear that students undertaking the V300 ensure that they're supported by staff with the relevant experience.

There's a 'Once for Scotland' national approach to the training for practice supervisors and practice assessors for all PLPs as needed. The programme team provide regular updates; PLPs tell us this supports them in their role. The touchpoints throughout the programme provide additional support opportunities for practice assessors and practice supervisors. However, documentary evidence and discussion with the programme team, practice supervisors and practice assessors doesn't assure of a clear implementation plan that details how practice assessors and practice supervisors are supported to implement the ADNE SPQ PAD.
(Condition three)

Documentary evidence and discussion with the programme team confirm that academic assessors hold the relevant experience to support students on the proposed DN programme and are prepared for the role. The academic assessor role is factored into staff workloads.

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

MET **NOT MET**

R4.3 is met. Documentary evidence confirms that the SPCNSPQ are mapped to the learning outcomes for the programme and are assessed within the PAD. Practice assessors and practice supervisors are identified by PLPs at the start of the programme; the programme team ensure that each student has an appropriately qualified academic assessor. Educational audits confirm the available learning opportunities and confirm the SSSA are in place.

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

- Processes are in place to ensure practice supervisors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals (R4.4.1) or

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

- Processes are in place to ensure practice supervisors can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students (R4.4.2)

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

- Processes are in place to ensure practice and academic assessors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ (R4.5.1) or

YES NO N/A

- Processes are in place to ensure practice and academic assessors can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ (R4.5.2)

YES NO N/A

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

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

MET NOT MET

R4.6 is met. Documentary evidence and discussions with PLPs, practice supervisors and practice assessors confirm that practice assessors have an SPQ relevant to the field of practice (DN). This is checked by the programme team for each practice learning experience. Students confirm that they submit this information electronically through the virtual learning environment at the start of every placement. The programme team tell us that this is then checked by the programme lead and that any issues are raised by the programme leader with the PLPs.

- 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 not met. Discussions with the programme team, PLPs, practice supervisors, practice assessors and students confirm that processes are in place to assure that the same person doesn't fulfil the role of both practice assessor and

practice supervisor for the same student, unless in exceptional circumstances. This is reflected in the documentary evidence provided, excepting the student facing handbook. (Condition one)

PLPs inform us that due to the geographical area and the organisational systems in place, the need for the same person to fulfil the role of the practice supervisor and the practice assessor at the same time for the same student won't arise. PLPs inform us that appropriately trained staff with the SPQ DN can be resourced from other teams should the need arise.

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

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

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

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

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

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

YES NO

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

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

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse practice (R4.9.2)

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

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

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

YES NO

While there's a process to ensure the same person doesn't fulfil the role of practice supervisor and practice assessor for the same student, this isn't documented in the student handbook. Therefore, students aren't currently provided with all information relevant to their programme. (Condition one)

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

YES NO

There's a lack of a collaborative implementation plan to support practice supervisors and practice assessors in implementing the ADNE SPQ PAD. (Condition three)

Outcome

Is the standard met?

MET

NOT MET

While there's a process to ensure the same person doesn't fulfil the role of practice supervisor and practice assessor for the same student, this isn't documented in the student handbook. Therefore, students aren't currently provided with all information relevant to their programme.

Condition one: Update the student programme handbook to provide information about the provision of protected learning time, RPL process and that only in exceptional circumstances may the same person fulfil the role of both practice assessor and practice supervisor for the same student. (SFNME R3.2; SPRP R2.1.2, R4.6.1) (NMC and university condition)

Practice supervisors and practice assessors confirm that they're prepared for the role of practice assessor and practice supervisor by the 'Once for Scotland' training approach and through updates with the programme team. Knowledge of the PAD and how this is used in practice isn't evident on discussion with PLPs.

Condition three: Provide an implementation plan that details how practice assessors and practice supervisors are supported to implement the ADNE SPQ PAD. (SSSA R5.1, R8.2; SPRP R4.2) (NMC and university condition)

Date: 16 April 2024

Post event review

Identify how the condition(s) is met:

Condition one: The student programme handbook is amended to provide information for students regarding the provision of protected learning time. Information on RPL processes is strengthened and there's further information that supports the standard that the practice assessor and practice assessor may only be the same person for the same student in exceptional circumstances.

Condition one is met.

Evidence:

SPQ DN programme team visit response 21052024 signed, 21 May 2024
PG Dip specialist practice (DN) student programme handbook September 2024, undated

Condition three: The programme team provide an implementation plan detailing how practice supervisors and practice assessors are supported to implement the ADNE SPQ PAD and are supported in practice to implement the new standards. Three training sessions are devised to support practice assessors and practice supervisors in preparing for use of the ADNE SPQ PAD and implementing the SPCNSPQ. This information is reflected in the QMU PAD context document. The

flow charts provided are updated to reflect touchpoints of support for practice assessors and practice supervisors during the programme.

Condition three is met.

Evidence:

SPQ DN programme team visit response 21052024 signed, 21 May 2024
Practice assessor/practice supervisor/academic assessor touchpoints to support PAD implementation, undated
QMU SPQ pan PAD context document, undated

Date condition(s) met: 21 May 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)

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

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

YES NO N/A

Fall Back Award

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

YES NO N/A

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

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 16 April 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for community nursing specialist practice qualifications</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 nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>If you stated no above, please provide the reason and mitigation:</p> <p>No university wide student handbook is provided. The programme level handbook is provided and the programme team assure that the relevant university wide information is included in this document.</p> <p>There's no apprenticeship route proposed.</p>		
<p>List additional documentation:</p> <p>Post visit evidence to meet conditions: SPQ DN programme team visit response 21052024 signed, 21 May 2024 PG Dip specialist practice (DN) student programme handbook September 2024, undated QMU SPQ pan-PAD, undated Evidencing development as a person-centred specialist practitioner student handbook, undated Practice assessor/practice supervisor/academic assessor touchpoints to support PAD implementation, undated QMU SPQ pan-PAD context document, undated</p>		
<p>Additional comments: 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"/>
<p>If yes, please identify cohort year/programme of study: 2023-2024 cohort students x five. Alumni student x one.</p>		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If you stated no above, please provide the reason and mitigation:</p>		

There's no 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 checked="" type="checkbox"/>	<input 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 is an established AEI and visit 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

Author(s):	Hannah Ingram Doug Carr	Date:	25 April 2024
Checked by:	Ian Felstead-Watts	Date:	30 April 2024
Submitted by:	Amy Young	Date:	18 June 2024
Approved by:	Leeann Greer	Date:	18 June 2024