

Programme approval report

Section one

Programme provider name:	University of Sunderland
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 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 checked="" 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>
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Title of programme(s):	PG Diploma Community Specialist Practitioner - District Nursing apprenticeship
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 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 checked="" 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:	23 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)	
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	9 September 2024
SPQ General practice nursing apprenticeship	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Health and social care nursing apprenticeship	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Kirsty Marshall Lay Visitor: Phil Stephenson

Section two

Summary of review and findings

The University of Sunderland (UoS) is a Nursing and Midwifery Council (NMC) approved education institution (AEI) and an established provider of pre-registration and post-registration programmes. The UoS school of nursing and health sciences (the school) are seeking approval for an 18-month postgraduate diploma (PgDip) specialist practice qualification (SPQ) apprenticeship programme in the field of district nursing (DN). The V300 prescribing qualification is integrated into the programme and is in approval since 2 March 2020. The UoS propose one intake a year of 16 students. Programme theory is taught online with some face to face attendance at the city campus in Sunderland.

The UoS is proposing a single apprenticeship route and therefore can't recruit self-funded or self-employed applicants. Apprentices are employed by stakeholder organisations and recruited to the programme in a joint recruitment and selection process. The employer partners (EPs) supporting the programme are South Tyneside and Sunderland NHS Foundation Trust and Northumbria Healthcare NHS Foundation Trust. Senior representatives from EPs tell us they're fully committed to the programme and are keen to work with the UoS to build a workforce reflecting local community needs.

There's mapping to the Standards of proficiency for community nursing SPQs (SPCNSPQ) (NMC, 2022) which is applied to the field of DN. There's mapping to the Standards for prescribing programmes (SPP) (NMC 2018, updated 2023) and the adoption of the Royal Pharmaceutical Society (RPS) (2021) competency framework for all prescribers. The programme is also developed to be compliant with the Institute for Apprenticeships standards (2023).

Documentation and the approval visit confirm the programme balances academic study, off-the-job learning and clinical practice. Off the job learning consists of one day a week of academic study and one day undertaking directed learning in practice. Off the job logs are submitted monthly to evidence hours spent in these learning activities. Students are encouraged to take ownership of their learning and development with the support of the programme team, practice supervisors and practice assessors. Students study four modules over the course of the programme with weekly teaching and are taught in a field specific group for two modules and then as a wider interprofessional group for the others.

All academic staff undertake mandatory equality, diversity and inclusion (EDI) training which is supplemented by an EDI policy and action plan for the current academic year. A wide range of additional support is available to all students both on campus and through the virtual learning environment (VLE), Canvas, including those with additional or specific needs. Steps taken to address underrepresentation include working with pre-registration students to promote the

value of DN within the NHS and providing additional academic support to support learning at level seven.

The UoS adopt the Association of District Nurse and Community Nurse Educators (ADNE) practice assessment document (PAD), developed in collaboration with colleagues from other AEs across England. The PAD is contextualised to the UoS programme.

The programme is co-produced with local EPs to meet the needs of their local DN workforce and the community they serve. Programme development is also built upon extensive feedback provided by previous and current students, practice learning partners (PLPs) and people who use services and carers (PUSCs). At the UoS, PUSCs are known as the patient, carer and public involvement group. All stakeholders tell us they're consulted about the new programme, feel they're listened to and believe the programme reflects the local workforce needs and effectively develops the role of the DN.

A range of teaching strategies include online lectures, seminars, group work, e-learning, as well as group and individual tutorials. Clinical skills practice is undertaken on campus and developed through simulation and skills sessions. Regular tripartite meetings take place to support development and progress in practice. Students tell us these meetings are extremely useful in focussing their development as a DN.

There's no fall-back exit award that leads to annotation with the NMC as a specialist practitioner.

The visit is undertaken face to face.

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

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

The programme is recommended to the NMC for approval subject to two university conditions. One NMC recommendation is made.

Updated 15 May 2024:

Evidence is provided to meet the two university conditions and the Chair of the approval panel confirms the conditions are 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>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: Review and revise the module assessments in PQCM23 and PQCM24, specifically the objective structured clinical examination (OSCE) in each module. For PQCM23, review whether this is the right assessment for this aspect of the module. For PQCM24, clarify the requirements of this OSCE and ensure it's clear that this would be a simulated scenario. (University condition)</p> <p>Condition two: Review programme documentation to correct typographical errors and anomalies. (University condition)</p>

Date condition(s) to be met:	14 May 2024
Recommendations to enhance the programme delivery:	Recommendation one: Continue to develop and expand commitment to diversify the DN workforce to be more representative of the local community. (SFNME R2.6)
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
Updated programme documentation is provided which the Chair of the approval panel confirms meets the two university conditions.	
Condition one and two are met.	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	14 May 2024

Section three

NMC Programme standards
Please refer to NMC standards reference points: Standards for post-registration education programmes (NMC 2022, updated 2023) Standards of proficiency for community nursing specialist practice qualifications (NMC, 2022) Standards framework for nursing and midwifery education (NMC 2018, updated 2023) Standards for student supervision and assessment (NMC 2018, updated 2023)

NMC Programme standards

[The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates](#) (NMC, 2015 updated 2018)
[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020)
[QA Handbook](#) (NMC, 2022)

Partnerships

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

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

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

Standard 1: The learning culture:

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

Standard 2: Educational governance and quality:

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentation and the approval visit evidence a clear partnership approach with the EPs, PLPs, PUSCs and students to ensure that any changes made to the programme reflect stakeholder and community needs and provide appropriate preparation for the DN role. There are regular meetings with representatives from all these stakeholder groups to discuss the new programme and proposed changes. As a result of stakeholder feedback, amendments made include incorporating a research skills element in all modules, altering start dates, a review of assessment workload and the revision and reordering of clinical skills and prescribing modules. EPs, practice assessors, practice supervisors, PUSCs and students all tell us they feel their input is valued. The change of the prescribing module position within the programme is welcomed as a significant and important change in supporting student success.

Documentation and the approval visit confirm there's an excellent relationship between the UoS and their two EPs. Responsibilities and processes are clearly defined and established. Tripartite meetings are held every eight to 12 weeks with the student, practice assessor, practice supervisor and academic assessor. These meetings provide an opportunity to discuss development in practice and the PAD is used to guide and record this. If a student isn't on track with progress, an action plan is developed to provide a clear structure and plan to support them. Students

tell us the tripartite meetings provide an excellent focus for their skills and knowledge development.

Students describe how they're well supported by staff who've an open-door policy and who respond to queries quickly. As a new programme, the student numbers are small although the UoS plans to grow the programme. The programme team intend to ensure that student support remains high as numbers grow and recognise the support this cohort of students require. Students are allocated to personal tutors for the duration of the programme in addition to the support provided by assigned academic assessors, practice assessors and practice supervisors. Students tell us they're appropriately and effectively supported by the UoS, EPs and PLPs throughout the programme.

PUSCs are actively involved in the programme development through participation in the programme working group. They tell us they feel highly valued and their views are taken very seriously. They offer their views and experience on proposed modules and consider how they can best add value to the teaching and learning within the programme. They tell us they feel well respected by UoS staff and students and now have a community of around 270 members. There's an academic lead for PUSC involvement and a handbook for staff wishing to request support. There's also a handbook for PUSCs which sets out how they can be utilised in a variety of ways including recruitment and selection, teaching, assessment, simulation, scenarios of lived experience and role play, plus support with programme co-production. The patient, carer and public involvement group meets with academic staff and student representatives four times a year. PUSCs tell us they're well supported and have access to a wide range of training including unconscious bias and EDI which enhances confidence in their role. They speak passionately about their role and the importance of their lived experience in helping to shape future DNs who'll provide effective and sensitive holistic care.

The UoS ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation. The EPs tell us they work in partnership with the programme team in establishing suitability of potential students. PUSCs tell us they're given the option of activities they'd like to engage in, including recruitment. PUSCs involved in recruitment lead on a scenario-based activity at the selection day, are part of the interview panel and provide feedback from a PUSC perspective prior to the interview. PUSCs are required to undergo values-based recruitment training prior to being involved in interviews.

The UoS plans to work with pre-registration nursing colleagues to advertise community nursing as a first destination career. This will aim to better support diversity in the community nursing workforce and address underrepresentation within the SPQ programme. In addition to this, the programme team attend events at local NHS trusts to market the SPQ programme to nurses practicing in other relevant specialities. To enhance these activities further, the programme team are advised to continue to develop and expand commitment to diversify the DN

workforce to be more representative of the local community. (Recommendation one)

Documentary evidence and the visit confirm that the UoS and EPs work collaboratively to address practice learning concerns. Senior EPs tell us that the UoS are responsive if practice learning concerns are reported. They tell us there are effective processes in place to manage and action plan any concerns, for example if there's an adverse Care Quality Commission (CQC) report or poor placement evaluations. Documentary evidence and EPs confirm there are effective processes in place to provide assurance of compliance with the SSSA. The UoS provide drop-in sessions and training support for EPs which fosters positive relationships between the UoS and their EPs.

Students tell us they've a range of opportunities to support programme development, for example their views are sought through questionnaires and the student representative system. Students from previous UoS cohorts attend meetings of the programme development group. They feel the changes to the programme, including condensing the programme into four modules, reordering of the modules and the change to one theory day a week, rather than the previous one-week block, are very positive steps. Students tell us they feel valued and listened to and benefit greatly from the small group numbers which creates a real sense of belonging. They can access a wide range of personalised support services, particularly to support their academic skills and benefit from interprofessional learning (IPL) opportunities in both theory and practice. The EPs tell us they support and encourage IPL, for example by supporting students to experience practice within a range of clinical areas. Students particularly value the opportunities to learn through the lived experiences of PUSCs. They describe passionately the influence PUSCs have on their education and how they develop their practice because of the opportunity to hear and understand the experiences of people who use DN services.

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

MET **NOT MET**

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

MET **NOT MET**

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET

NOT MET

N/A

Independent/Supplementary Prescriber (V300)

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

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

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

YES **NO**

OR

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

2 March 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. EPs and the UoS have a contractual agreement in place to ensure students are adequately supported to undertake the programme and the correct governance structures are in place. Roles, responsibilities and expectations are clearly defined for students, academic and practice staff in the work-based learning contracts and programme handbook. Each student is allocated a suitably qualified practice assessor, practice supervisor, academic assessor and a personal academic tutor. Regular tripartite meetings are held every eight to 12 weeks across the programme.

In the V300 module, students work in practice with an assigned practice assessor, a registered healthcare professional and experienced prescriber with suitable equivalent qualifications for the programme. They may also work with other practice supervisors, for example pharmacists or doctors.

All students must hold the required nurse registration, be capable of safe and effective practice, hold a bachelor's degree or have gone through the process of the recognition of prior learning to enable them to study at the required academic level for the programme.

Documentation and the approval visit confirm that protected learning time is valued and honoured by EPs to allow students a range of opportunities to develop their knowledge and skills. For example, patient consultations, interviews, examination of patients and the development of a plan of care. Students remain employed in their substantive post while on the programme and take time each week to spend time off-the-job. This is allocated as one day each week to access learning opportunities in line with the apprenticeship standards.

Written placement agreements confirm that the necessary arrangements and governance structures are in place to support practice learning and protected learning time. Students tell us that practice learning opportunities are protected and that they don't have any issues accessing protected practice and theory learning time.

Quality assurance processes are in place to identify any areas for improvement and EPs confirm they're required to address them. EPs demonstrate a clear commitment to ensure protected learning time for students and for practice assessors and practice supervisors to support students. The UoS and EPs have processes in place to manage any adverse regulatory reports including CQC. This ensures that students are properly safeguarded and that a partnership approach is adopted to support improvement. The annual report to the NMC includes quality assurance and details of any outstanding requirements or recommendations. There's assurance that the quality and safety of practice learning environments is reviewed and monitored using an educational audit process. EPs and the

programme team tell us that if there are any concerns, educational audits are undertaken more frequently to ensure that practice learning environments are supported to either safely continue to support students or to withdraw them from practice if required.

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 plans to transfer students onto 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.

The current SPQ programme is in approval since 2020, therefore all students are supervised and assessed in line with the SSSA.

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: 23 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**

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2) **YES** **NO**

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

YES NO N/A

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

A community nursing SPQ health and social care 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. Documentation and the approval visit confirm the proposed programme content is tailored to the intended field of DN. Mapping documentation demonstrates how the SPCNSPQ are addressed across the programme. Core knowledge for specialist community practice is covered in two modules with students of various disciplines and DN specific knowledge is covered in a further two modules with a DN only focus. The PAD and core modules are mapped to the SPCNSPQ.

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

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

N/A

A SCPHN programme isn't proposed.

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

MET **NOT MET**

R2.7.2 is met. Module specifications and the programme handbook demonstrate how students are able to develop towards achievement of the SPCNSPQ and programme outcomes. The programme is a single field of DN practice and there's a clinical skills module which supports the V300 as well as the wider DN skill set. There's mapping to demonstrate how the SPCNSPQ are linked to the module and programme content and learning outcomes.

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

MET **NOT MET**

R2.8 is met. Documentation and the approval visit confirm that the programme balances academic study (602 hours) with practice learning opportunities (585 hours). On enrolment, students undertake a skills audit to assess their current understanding and expertise in relation to the SPCNSPQ required for a SPQ. Students are supported to take ownership of their learning and development with the support of the programme team, practice supervisors and practice assessors. A wide variety of teaching, learning and assessment strategies combined with flexible methods of delivery aim to support learners to integrate theory with practice.

Students study four modules over the course of the programme, with weekly teaching or study. The modules are 'fundamentals of DN practice', 'leading and managing DN services', 'advanced clinical management skills' and 'enhanced prescribing for health professionals'. Students are taught in field and discipline specific groups for two modules and then as a wider interprofessional group to support IPL with other groups. These include pre- and post-registration students, pharmacists, paramedics, physiotherapists and general practitioners.

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

MET **NOT MET**

R2.9 is met. At the UoS, the centre for excellence in learning and teaching offers staff development sessions to support effective use of the technology available

and to ensure a range of teaching and learning approaches are used. The VLE, including Canvas and Microsoft Teams, is updated regularly to reflect new features and functionality. Included within the programme are virtual wards, tele-health and video consultations as well as induction and support for digital literacy. PUSCs tell us they're actively involved in supporting simulation activities for students.

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

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)
YES NO N/A

The programme isn't delivered in Wales.

- Evidence to ensure programmes are of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award (R2.11.1)
YES NO
- Evidence to ensure programmes are no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes (R2.11.2)
YES NO

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to curricula are met
YES NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to curricula are met
YES NO

Outcome

Is the standard met? MET NOT MET

Date: 23 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 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. Documentary evidence and the visit confirms there are effective arrangements and governance processes in place across all practice learning environments for all students. Governance is assured through effective strategic and operational partnership working. There's evidence of how the SSSA is applied in practice learning environments and how they're monitored and quality assured to ensure provision of appropriate practice learning opportunities for students. There's a partnership approach that ensures practice learning environments meet the requirements of the SSSA and this is supported by an educational audit process for assuring the safety and quality of practice learning. There's assurance that practice learning environments are appropriate to enable learning opportunities that support progression and achievement of the SPCNSPQ. As an apprenticeship programme, there's additional content on safeguarding students, Prevent and British values which are discussed at tripartite meetings. Practice learning arrangements and governance for applicants who are self-employed and/or self-funded aren't required as this is an apprenticeship only programme.

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

MET **NOT MET**

R3.2 is met. Documentation evidence confirms how the programme is mapped to the SSSA. The work-based learning and placement learning contract sets out clear expectations for students and EPs for learning in practice.

Students are allocated a practice assessor and practice supervisor who are suitably qualified and prepared for the role. For the V300, students have an additional practice assessor who's a registered and experienced prescriber. Practice supervisors and practice assessors confirm they feel well prepared for their roles and find the UoS responsive and easy to communicate with.

A series of tripartite meetings are held to monitor, track and review student progress and identify areas for development for the subsequent 12 weeks of

practice learning. For students requiring additional support, an action plan is put in place and recorded in the PAD. Students tell us they value the contribution of the academic assessor as a key feature of the tripartite reviews because they provide a link between practice and theory elements of the programme. The PAD document is used to record and monitor progression, including documenting action plans when students aren't progressing or not meeting the SPCNSPQ required.

Students are introduced to the programme expectations, including protected learning, during an induction week. Practice education leads and the programme team meet with students to establish practice expectations, emphasising the collaborative partnership between the UoS and EPs that supports positive student experiences. The requirement for students to uphold the NMC Code (2018, updated 2023) within the limits of their competence and maintain professionalism, both at the UoS and in the practice learning environment, is emphasised in programme documentation. Students confirm they're made aware of their own responsibilities for learning. They tell us they're supported in practice and that theory-based learning encourages the development of level seven critical thinking skills and application of theory to practice.

The PAD provides a framework for students to work in partnership with practice assessors, practice supervisors and academic assessors. Practice assessors and practice supervisors describe how they've a positive relationship with the programme team and how they work effectively in partnership with each other. There are multiple AELs who share the same practice placements as the UoS. EPs describe that they sometimes have DN students from different AELs in the same practice learning environment as the UoS DN students. However, practice assessors and practice supervisors confirm they're confident with the level of support they have in this scenario and are familiar with the application of UoS processes.

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

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

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

N/A ☒

A SCPHN programme isn't proposed.

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

MET NOT MET N/A

R3.3.3 is met. The programme is designed for students to develop and meet all SPCNSPQ in DN. A wide range of practice learning opportunities are offered including spoke placements. Clear role descriptions and expectations are outlined in the handbook for students, practice supervisors, practice assessors and academic staff. Students tell us they've a range of opportunities for spoke placements in the wider community nursing and other relevant teams which allow them to build additional skills and knowledge for their DN role. For example, palliative care, tissue viability, physiotherapy and social care.

Programme documentation and the visit confirm that practice learning opportunities support students to progress towards achievement of the SPCNSPQ, using the PAD as the framework for practice learning assessment. Self-assessment at the start of the programme using a skills scan enables students, practice assessors and practice supervisors to inform the development of a learning agreement that identifies appropriate learning opportunities. The learning agreement is reviewed to monitor progression towards achievement of the programme outcomes and the SPCNSPQ. The process requires students to reflect on learning and progression and record this in the PAD. Students can access a range of experiences in community healthcare settings that enable them to apply their theoretical knowledge and develop practical skills.

The UoS, practice assessors and practice supervisors hold tripartite meetings that ensures practice assessors, practice supervisors and students meet to review progression towards achievement of the SPCNSPQ. Progress and achievement are recorded in the PAD. If there are any concerns about progression, action plans are developed and there's documented agreement about how progress is monitored. Practice assessors and practice supervisors tell us they're very confident in this process and the UoS works in partnership with them to support students.

Successful achievement of the SPCNSPQ is confirmed and recorded at a final tripartite meeting by practice assessors and agreed by academic assessors. Where students don't successfully achieve all the SPCNSPQ, practice assessors and academic assessors confirm and record that the SPCNSPQ aren't met. Results are ratified and an action plan is developed in partnership with the practice assessor, student and academic assessor to support progress towards a second and final attempt at completion of the programme.

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

MET NOT MET N/A

Other specified fields of community nursing SPQ in health and social care 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. Students can access support via their employer, for example occupational health and staff and wellbeing services. The UoS can provide further support and offer reasonable adjustments where required, for example via the disability support service at the UoS and a subsequent agreed and formalised support plan. At the start of the programme, students are offered an extended induction programme that enables access to a range of resources to develop their academic skills, facilitates confidence to support working at level seven and preparation for their new role.

The UoS is a widening participation university that prides itself on supporting students from a range of backgrounds to succeed. The senior management team confirm they're committed to supporting students and provide assurance of resources to achieve this goal, including staff training and wider academic support.

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.

<ul style="list-style-type: none"> their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice (R3.6.2) <p style="text-align: right;">MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/> N/A <input type="checkbox"/></p>	
<p>R3.6.2 is met. Documentation and the approval visit confirm that following admission, students undertake a skills assessment to establish their current level of proficiency. Students are supported to develop their skills in academic study at level seven. For example, workshops during the induction programme explain the assessment criteria for level seven and explore academic writing skills. There's a period of extended practice learning towards the end of the programme.</p>	
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Outcome</p>	
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>	
<p>Date: 23 April 2024</p>	
<p>Post event review</p>	
<p>Identify how the condition(s) is met:</p> <p>N/A</p>	
<p>Date condition(s) met:</p> <p>N/A</p>	
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>	

<p>Standard 4: Supervision and assessment</p>	
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R4.1 ensure student support, supervision, learning and assessment complies with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>R4.2 liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for</p>	

- practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment
- R4.3 ensure practice supervision, the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment*
- R4.4 ensure practice supervisors:
- R4.4.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals or
- R4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students
- R4.5 ensure practice and academic assessors:
- R4.5.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ or
- R4.5.2 can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ
- R4.6 ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking
- R4.6.1 in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN/community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person
- R4.7 provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:
- R4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.7.2 SCPHN public health nurse,
- R4.7.3 their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or
- R4.7.4 other specified field(s) of community nursing SPQ in health and social care
- R4.8 ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met
- R4.9 assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:
- R4.9.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.9.2 SCPHN public health nurse practice,

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

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

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

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Documentation and the approval visit demonstrate that students are supported, supervised and assessed according to the SFNME. Practice supervisors and practice assessors are prepared for their roles both by the UoS and in practice. The programme team receive preparation from the UoS for their roles as academic assessors. The programme team works closely with practice assessors, practice supervisors and practice learning managers to ensure practice learning provision is of a high standard and to ensure all students have adequate support and supervision. For the V300, a second academic assessor, practice supervisor and practice assessor are assigned who are suitably qualified as a prescriber and experienced in DN practice. There’s a range of theory assessment which follow an authentic assessment methodology and provides all students fair opportunity to succeed.

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

MET **NOT MET**

R4.2 is met. Practice assessors and practice supervisors tell us they feel well prepared for their roles and responsibilities and enjoy supporting and guiding students. As well as bespoke and online training, there are monthly drop-in sessions for practice assessors and practice supervisors to ensure they've adequate and ongoing support to undertake their role in practice learning. These are facilitated by the programme lead. The monthly meetings are used to review and monitor the development needs of practice assessors and practice supervisors. The UoS, practice assessors and practice supervisors work in partnership to identify areas and topics for improvement. There are also opportunities to discuss any practice related issues, for example if there are students who require extra support within placement. The programme team tell us about the plans to deliver specific training for practice assessors and practice supervisors to use the PAD in preparation for delivery of the proposed programme. The senior UoS team confirm the process in place to ensure academic assessors are prepared for their role through annual mandatory training and undertaking professional development.

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

MET **NOT MET**

R4.3 is met. There's evidence that practice supervision, assessment of practice and academic assessment complies with the SSSA. All students are allocated a suitably qualified practice assessor and practice supervisor prior to the start of the programme. For the V300, a second practice supervisor and practice assessor with prescribing experience is appointed. The skills scan is used to help students develop an initial learning plan with objectives for the first 12 weeks of practice learning and this is recorded in the PAD. Tripartite progress review meetings occur every eight to 12 weeks. For students who aren't on track with progress, an action plan is put in place and reviewed as part of the meeting. The programme team receive preparation from the UoS for their roles as academic assessors and participate in the tripartite assessment of practice.

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

- Processes are in place to ensure practice supervisors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals (R4.4.1) or
YES **NO** **N/A**
- Processes are in place to ensure practice supervisors can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students (R4.4.2)
YES **NO** **N/A**

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

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

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

R4.6 is met. Documentation and the approval visit confirm students are supported by a practice assessor and practice supervisor who hold the relevant SPQ qualification. The UoS and the EP senior team confirm there's an adequate number of registrants in practice to ensure students are supported by a separate practice assessor and practice supervisor. This is monitored through the PAD and regular tripartite review meetings.

- Processes are in place to ensure that in exceptional circumstances only, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN/community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person (R4.6.1)
MET NOT MET

R4.6.1 is met. The programme team tell us and EPs confirm that this is unlikely to happen as student recruitment is directly linked to the capacity of practice supervisors and practice assessors. If the scenario does occur, an alternative member of staff, for example the relevant educational lead, is sourced to avoid the same person needing to fulfil both roles. Details of both roles are recorded in the PAD and any issues relating to duplication of roles is managed at the regular tripartite review meetings. An exceptional circumstances meeting is arranged if required.

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 fields 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 <input checked="" type="checkbox"/>
<p>A SCPHN programme isn't proposed.</p> <ul style="list-style-type: none"> <p>• 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</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/></p> <p>• other specified field(s) of community nursing SPQ in health and social care practice (R4.9.4)</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>Other specified fields of community nursing SPQ in health and social care aren't proposed.</p>
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to supervision and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
Outcome
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 23 April 2024</p>
Post event review
<p>Identify how the condition(s) is met:</p> <p>N/A</p>
<p>Date condition(s) met:</p> <p>N/A</p>
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>
Standard 5: Qualification to be awarded
<p>Approved education institutions, together with practice learning partners, must:</p>

- 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 that leads to annotation with the NMC as a specialist practitioner.

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: 23 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
List additional documentation: Post visit documentation to meet conditions: UoS programme approval/review sign off, 9 May 2024		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: 2022 cohort students x two 2021 cohort student x one		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: South Tyneside and Sunderland NHS Trust, CQC inspection report, 24 May 2023 North Tees and Hartlepool NHS Foundation Trust, CQC inspection report, 26 May 2022		
If you stated no above, please provide the reason and mitigation: UoS is an established AEI and therefore visits to practice learning environments and other resources aren't required.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Kirsty Marshall Phillip Stephenson	Date:	28 April 2024
Checked by:	Sarah Snow	Date:	8 May 2024
Submitted by:	Mubaraq Sanusi	Date:	4 June 2024
Approved by:	Natasha Thompson	Date:	4 June 2024