

Programme approval report

Section one

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

	<p>School nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Occupational health nurse apprenticeship <input type="checkbox"/></p> <p>Occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Public health nurse apprenticeship <input type="checkbox"/></p> <p>Public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p>
<p>Title of programme(s):</p>	<p>Postgraduate Diploma Specialist Community Public Health Nursing (School Nursing) (Integrated Degree Apprenticeship)</p> <p>Postgraduate Diploma Specialist Community Public Health Nursing (School Nursing)</p> <p>Postgraduate Diploma Specialist Community Public Health Nursing (Health Visiting) (Integrated Degree Apprenticeship)</p> <p>Postgraduate Diploma Specialist Community Public Health Nursing (Health Visiting)</p>
<p>Academic levels:</p>	
<p>SCPHN health visiting</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>

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

	<input type="checkbox"/> Level 11
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN school nurse apprenticeship	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
Date of approval visit:	14 June 2024

Programme start date:	
SCPHN health visiting	20 January 2025
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	20 January 2025
SCPHN school nurse with integrated independent and supplementary prescribing (V300)	
SCPHN occupational health nurse	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN public health nurse	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN health visiting apprenticeship	20 January 2025
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN school nurse apprenticeship	20 January 2025
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN occupational health nurse apprenticeship	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN public health nurse apprenticeship	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Zoe Clark Lay Visitor: Kuldeep Singh

Section two

Summary of review and findings

The University of Bolton (UoB) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The UoB is an established provider of specialist community public health nursing (SCPHN) education. They're requesting approval to deliver a 120-credit postgraduate diploma (PgDip) in SCPHN in the fields of health visiting (HV) or school nursing (SN). The proposal includes part-time and full-time non-apprenticeship routes as well as a full-time apprenticeship route for both HV and SN. The programme is delivered at the UoB Deane road campus in Bolton.

The programme routes are mapped to the Standards of proficiency for SCPHNs (SPSCPHN) (NMC, 2022). Successful completion provides eligibility to apply for registration as a SCPHN HV or SN. There's no fall back exit award leading to NMC SCPHN registration. The programme doesn't include the independent and supplementary prescribing (V300) programme.

The programme is developed in partnership with practice learning partners (PLPs), employer partners (EPs), students and people who use services and carers (PUSCs). It's delivered as a 53-week full-time programme and 60-week part-time programme. Programme and module outcomes are core to both fields, with HV and SN routes defined through differentiated field teaching and the achievement of core and field specific SPSCPHN.

The EPs for the apprenticeship routes are Manchester University NHS Foundation Trust, Bolton NHS Foundation Trust, Northern Care Alliance - Rochdale care organisation and Northern Care Alliance - Bury care organisation. Commitment statements are in place assuring protected learning time for programme hours.

The UoB adopt the approved pan-London SCPHN practice assessment documents (PADs) for HV and SN.

The programme leader is a current SCPHN HV registrant, supported by an experienced academic team. Academic staff who teach on the SCPHN programme have NMC SCPHN registration as a HV or SN. Academic staff with HV or SN registration are appointed as academic assessors in line with the students' field of SCPHN practice. Academic assessors have teaching qualifications for higher and professional education. Field specific teaching is delivered by academic staff with the relevant SCPHN qualification of HV or SN.

Entry to the PgDip is open to current NMC registered first level nurses or midwives who demonstrate the capability to study at level seven. Applicants require an honours degree or equivalent experience to ensure capability to study at level seven. There's a process for applicants without an honours degree to demonstrate

equivalence of level six study prior to entry. Eligible students can apply to the UoB for recognition of prior learning up to 50 percent of the programme on an individual basis. There are application routes for those who've secured a sponsored or commissioned place with an NHS or non-NHS employer. Self-employed or self-funding registrants can apply for the programme if there's an identified PLP to provide an appropriate practice placement including a SCPHN practice assessor and practice supervisor.

The UoB have established processes in place to assure the governance, quality and continuous improvement of education in theory and practice learning. The programme development includes responses to student and stakeholder feedback. There's confirmation of exceptional reporting processes to the NMC where there are risks to the safety and quality of student learning, including relevant outcomes from external regulator reports, such as the Care Quality Commission (CQC).

The UoB confirm their scrutiny of data at AEI, programme and module level to establish any differential attainment. Equality, diversity and inclusion (EDI) data is collected at module and programme level through data dashboards and reviewed yearly with an action plan process to address any identified gaps. EDI training is provided yearly for all staff including those involved in interviewing.

Governance structures around practice demonstrates how the UoB work collaboratively with PLPs/EPs to ensure a safe and effective learning environment for students in practice. Evidence includes PLP/EP agreements, audits, evaluations as well as robust reporting mechanisms for exceptional reporting.

The approval visit is undertaken face to face.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) isn't met at programme level as a condition applies.

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

The programme is recommended for approval subject to one joint NMC and university condition.

Updated 1 August 2024:

The UoB provide evidence to meet the condition. The UoB confirm that the condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Provide a clear strategy detailing how SCPHN service PUSCs are sustainably recruited, prepared and supported to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. (SFNME R1.12, R2.7, R5.14) (NMC and university condition)</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>None identified.</p>
Date condition(s) to be met:	29 July 2024
Recommendations to enhance the programme delivery:	None identified.

Focused areas for future monitoring:	None identified.
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Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>The UoB provide an implementation plan that clearly details how SCPHN service PUSCs are sustainably recruited, prepared and supported to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. The UoB confirm that the condition is met. Condition one is met.</p>	
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:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	29 July 2024

Section three

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

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.

Documentary evidence supports that the UoB has effective partnership working with students, PLPs/EPs and PUSCs.

There's clear documentary evidence of co-creation of the curriculum with students. Evidence includes meeting minutes, terms of reference of partnership groups and a consultation report for programme design, development and delivery. Evidence shows students are enjoying the blended element of the programme and the assessment design. Feedback clearly impacts on the design of the proposed programme with the prescribing component being removed, consolidation of adhoc days into skills weeks and the inclusion of a mental health focused module. Students confirm this at the visit giving examples of reviewing the new module content and feeling they've a voice in the creation of the new modules focusing on mental health.

PLPs, EPs, practice assessors and practice supervisors were consulted on the development of the proposed programme. There's clear documentary evidence that the group agree the new programme meets the SPSCPHN for HV and SN and reflects the current climate in practice. PLPs, EPs, practice assessors and practice supervisors confirm at the visit regular involvement through the development of the curriculum.

Documentary evidence also demonstrates how PUSCs were consulted as part of the development of the programme. Overall PUSCs are positive about the pan-London PAD. PUSC examples are given at the visit and include notes, mind maps and pictures of a meeting held with young people to ensure the SN content is reflective of the needs of young people in the current climate. They share examples which influenced the programme design and development, such as increased use of trauma informed approaches, consideration of dad's experiences and inclusion of practical scenarios and simulation with PUSCs. They tell us that they're invited to share lived experience stories in teaching sessions.

The programme team and PUSCs currently involved in the programme are open and honest about the challenges experienced in recruiting PUSCs with lived experience of 0-19 services. Students tell us that PUSC involvement in academic learning is evident through the use of the charity 'Dads Matter'. They talk about how impactful hearing the lived experience is. There's clear evidence that PUSCs input to the development of the proposed programme and the PAD makes provision for students to gather feedback from PUSCs in practice learning environments. However, there's no evidence to assure us of how PUSCs are involved in delivery, assessment and evaluation of the proposed SCPHN programme. The evidence of PUSC involvement in recruitment and selection processes is consistent and PUSCs at the visit talk about being part of the interviewing process, this does however rely heavily on 'Dads Matter' and doesn't extend to young people and parents/carers of young people. There's a faculty of health and wellbeing handbook for service user involvement (SUI) initiative dated October 2018 which details how PUSCs are involved and supported for different programmes within the faculty. The programme team talk about the development of a new strategy to enhance the use of PUSCs, but this isn't available prior to or during the visit. Further evidence is needed to show how the UoB recruit and use onboarding processes including appropriate training such as EDI to ensure engagement of SCPHN service PUSCs in recruitment, delivery, assessment and evaluation of the programme. (Condition one)

The UoB have contractual agreements in place with PLPs/EPs. A sample of signed written agreements demonstrate that PLPs confirm resources and support available to students in line with programme requirements. Documentary evidence includes signed commitment statements for EPs. The UoB, PLPs and EPs have robust governance arrangements to jointly monitor and address any issues arising in academic and practice learning environments including any potential risks to student learning from adverse CQC reporting. PLPs, EPs, practice assessors, practice supervisors and students tell us they're aware of the processes to raise concerns. They tell us they're aware of the escalating concerns process, whistleblowing policy and who the freedom to speak up guardians are in practice. They tell us about the effectiveness of partnership working and how concerns are addressed with co-developed action plans to support students.

Stakeholders including practice assessors, practice supervisors, students and PLPs/EPs identify that all students in practice are allocated a field specific practice assessor and practice supervisor. The UoB have contractual agreements in place with PLPs and EPs. Documentary evidence and discussions with PLPs/EPs confirm this. At the visit senior PLP/EP representatives tell us that students have protected learning time during placement, this is also confirmed by practice assessors, practice supervisors and students. PLPs/EPs confirm they work in partnership with the UoB and other AElS with NMC approved SCPHN programmes to ensure that there are sufficient practice assessors and practice supervisors to support the anticipated student numbers.

Documentary evidence, students and new SCPHN graduates at the approval visit confirm that they've been able to contribute their views to the development of the proposed programme. They give us examples of how their evaluation is informing aspects of the programme development. Module specifications and the programme team tell us that there's shared learning between HV and SN students to ensure a holistic understanding of working with children and young people and their families and carers from the context of their own field of practice. Opportunities to explore multi-disciplinary working are provided within the module content including through simulated learning activity. There's time allocated in practice learning to explore interprofessional working with alternative public health services. Students confirm they're provided with opportunities to explore working with other professionals and agencies in the wider context of public health.

The UoB tells us that listening to the student voice is central to the programme. Students confirm that all modules and practice learning are evaluated using module evaluation questionnaires. These are then fed up to the education committee to develop programme level and school level action plans. The UoB hold a regular forum for students to meet with the programme team to review and feedback on their experience. Programme representatives also attend meetings to feedback any issues raised by students. The UoB use a 'you said we did' process to close the feedback loop, students confirm they know about this process and feel heard. Students tell us they're well supported by practice assessors and practice supervisors.

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**

PUSCs are involved in developing the programme but there's no evidence of SCPHN service PUSCs onboarding processes, EDI training and ongoing engagement and support within the programme. Although one charity supports the programme it's unclear how the programme team plan to continue to develop and maintain PUSC involvement. (Condition one)

Condition one: Provide a clear strategy detailing how SCPHN service PUSCs are sustainably recruited, prepared and supported to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. (SFNME R1.12, R2.7, R5.14) (NMC and university condition)

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

MET **NOT MET**

Post Event Review

Identify how the condition is met:

Condition one: The UoB provide a new governance document and guidance for people with lived experience and carer group (PLEC) at the UoB. The recommendation report from the chair of the programme approval panel is also included. This evidence sets out the changing landscape within the UoB and their intention to strengthen the use of SCPHN service PUSCs across the programme. The evidence gives pre-eminence to recruitment, preparation, engagement, delivery, assessment and feedback. There's evidence of co-production of SCPHN education with PUSCs to enhance student-centred active participation in blended and face-to-face learning, which is associated with benefits such as increased empathy, honed communication skills, confidence in the rights of PUSCs and an enhanced understanding of person-centred care.

Condition one is met.

Evidence:

UoB governance document PLEC group, undated
UoB governance document PLEC guidance, June 2024
Outline for PUSC involvement, undated
Sign-off SCPHN HV and SN, 24 July 2024

Date condition(s) met: 29 July 2024

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

Independent/Supplementary Prescriber (V300)

Please indicate whether the V300 is a compulsory or optional element of the Specialist community public health nursing programme.

Optional Compulsory N/A

The V300 isn't included as part of the SCPHN programme.

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

YES NO

OR

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

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

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

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

R1.7 where programmes intend to offer SCPHN and/or SPQ students admission to an NMC approved independent/supplementary (V300) prescribing programme consider recognition of prior learning that is capable of being

mapped to the *Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers for applicants*, and R1.8 where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing qualification to SCPHN and/or SPQ students, ensure that the applicant is a registered nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry.

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

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

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

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

Findings against the standard and requirements

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

- Evidence of processes to ensure that the applicant is a NMC registered nurse (level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Specialist Community Public Health Nurse (SCPHN) programme before being considered as eligible to apply for entry (R1.1.1)
YES NO N/A
- Evidence of processes to ensure that the applicant is a NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry (R1.1.2)
N/A

An SPQ programme isn't proposed.

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

YES NO

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

YES NO N/A

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

N/A

An SPQ programme isn't proposed.

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

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

MET NOT MET

R1.5 is met. Documentary evidence and the visit confirm that there are governance structures in place to support practice learning. There's documentary evidence to demonstrate how the UoB assess for placement capacity through local education audits. PLPs/EPs confirm this at the visit and give examples of how audits are used to identify the numbers of students the placement area can take based on the number of practice assessors and practice supervisors available. Audits also clearly identify the range of learning opportunities available for HV and SN students. They also confirm the quality of the placement area to ensure practice assessors and practice supervisors are prepared and supported to work with students in their field of practice.

The practice learning handbook and programme handbook includes information on professional responsibilities, raising concerns and complaints. Students, practice assessors and practice supervisors confirm that these are documented and clear. Protected learning time is evident in the documentary evidence, this includes the practice assessor/practice supervisor facing documentation as well as student facing documentation. The visit also confirms protected learning time is a priority for students and confirmed by PLPs/EPs, practice assessors and practice supervisors.

There's a contractual process in place with PLPs/EPs which confirm that all regulatory requirements are upheld by placement providers. Audits and practice evaluations are used to ensure a continued positive student experience. Students are clear at the visit on how they evaluate practice learning and how this information is used to improve student experience.

Quality assurance is confirmed through practice learning committees and programme management team meetings held every term. If an issue is identified in relation to student progress, the practice learning support protocols are initiated. Students, PLPs, EPs, practice assessors and practice supervisors confirm at the visit how this process works. Practice assessors give examples of how a failing student is being managed and the support received from the UoB. The UoB also holds a yearly development day for practice assessors and practice supervisors to ensure they understand the programme and the needs of students on a HV/SN programme. The programme team tell us that the UoB provide preparation training for practice supervisors and practice assessors annually. The practice education facilitator (PEF) and practice education team provide ongoing support and updates on training for practice areas.

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

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

YES NO N/A

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

N/A

An SPQ programme isn't proposed.

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

YES NO N/A

The V300 isn't included as part of the SCPHN programme.

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

YES NO N/A

The V300 isn't included as part of the SCPHN programme.

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for post-registration education programmes* and *Standards of proficiency for specialist community public health nurses (NMC, 2022)* will be met through the transfer of existing students onto the proposed programme.

The UoB don't have any students transferring onto the proposed programme. The current cohort (2023/2024) will complete in September 2024. No students have taken a leave of absence. However, at this stage of the current award, should a SCPHN student require additional time to complete clinical practice, PLPs will request additional time to complete with academic supervisor support.

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.

There's no proposed transfer of current students. The SSSA are already in place.

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: 14 June 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 2: Curriculum

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

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

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

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

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

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

R2.4 state routes within the programme for:

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

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

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

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

R2.5 ensure programme learning outcomes reflect the:

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

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

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

- R2.6 set out the general and professional content necessary to meet the:
- R2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,
 - R2.6.2 core standards of proficiency for SCPHN public health nurse qualification
 - R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care
- R2.7 set out the content necessary to meet the programme outcomes for each intended field of:
- R2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,
 - R2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care
- R2.8 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies
- R2.9 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment
- R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and
- R2.11 ensure programmes are:
- R2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award
 - R2.11.2 no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes.

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

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

Findings against the standard and requirements

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

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

- all selected fields of SCPHN practice and/or SCPHN PHN practice (R2.1.1)
YES NO N/A
- all selected fields of community nursing SPQ practice and/or in other
specified fields of community nursing SPQ in health and social care practice
(R2.1.2)
N/A

An SPQ programme isn't proposed.

- There is evidence that the programme complies with the NMC *Standards
for student supervision and assessment* (R2.2)
YES NO
- Where programmes intend to offer admission to an NMC approved
independent/supplementary prescribing qualification to SCPHN and/or SPQ
students, there is evidence that the prescribing qualification complies with
the NMC *Standards for prescribing programmes* (R2.3)
YES NO N/A

The V300 isn't included as part of the SCPHN programme.

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

- students to enter the SCPHN register in a specific field of SCPHN practice:
health visitor, school nurse, occupational health nurse (R2.4.1)
YES NO N/A
- students to enter the SCPHN register for the public health nurse
qualification (R2.4.2)
YES NO N/A

A SCPHN public health nurse route isn't proposed.

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

An SPQ programme isn't proposed.

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

An SPQ programme isn't proposed.

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

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

YES NO N/A

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

YES NO N/A

A SCPHN public health nurse route isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

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

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

MET NOT MET N/A

R2.6.1 is met. Documentary evidence and the visit confirm that there's general and professional content necessary to meet the core and field specific SPSCPHN for HV or SN. The programme comprises six level seven modules of which two are field specific. All modules are delivered at level seven and are all 20 credits. Content is designed to incorporate universal, targeted and specialist services for children and young persons aged 0-19. There's emphasis on the holistic assessment and safeguarding of children and young people and their families. The programme team and students confirm at the visit a range of assessments are

used through the programme including reports, viva, oral presentations and objective structured clinical examinations (OSCEs). There's inclusion of public health and health promotion, including the determinants of health and inequalities as well as field specific content on the developing child at different stages. There's inclusion of a mental health focused module appropriate to SCPHN following consultation with stakeholders. Documentary evidence supports that a variety of teaching and learning methods are used in modules to develop academic literacy skills as well as development of research capabilities, leadership, collaboration and advancing SCPHN practice.

There's a balance of theoretical and practice learning across the programme, culminating in a period of 10 weeks of practice learning. All modules on the programmes are core. Modules 'synthesising the evidence-base for innovative specialist practice', 'sustainable population health', 'early intervention for improving outcomes across the lifespan', 'advocating for children, young people and families at risk' and 'promoting mental health and wellbeing across the lifespan' are delivered in all programme routes with core and field specific SPSCPHN mapped for HV and SN. All SCPHN students are taught jointly for morning sessions, followed by afternoon sessions which are for field specific delivery. Assessments are linked to the students' chosen field of SCPHN practice, with individual student choice for many assessments to individualise the learning opportunities. Examples of assessment include OSCEs, case studies, reports and presentations. The module 'professional practice and compassionate leadership' is HV specific and 'professional practice and compassionate leadership in SN' is SN specific.

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

Data relating to progression, retention and employability during the award is monitored through programme level meetings. The strategy for EDI is operationalised at programme level through faculty meetings where data and metrics are evaluated leading to the implementation of action plans for programmes which aren't meeting the AEI's key performance indicators. The programme team confirm at the visit the use of the action plans to ensure student experience and performance is monitored at programme level.

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

MET NOT MET N/A

A SCPHN public health nurse route isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

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

MET **NOT MET**

R2.7.1 is met. Programme and module outcomes are core for both fields but are met in the context of HV or SN practice with core teaching in the morning and field specific application in the afternoon. Across the six modules there's shared teaching with Specialist practice qualification students. The programme team and students confirm this shared teaching is beneficial to their wider understanding of the module content. Students also confirm the teaching in shared modules is contextualised to their field of practice by group work, seminars and the examples used. Modules are core, with assessments used as an opportunity to demonstrate field specific field knowledge. The programme team tell us that SCPHNs relevant to the field of HV or SN practice deliver differentiated content and support teaching, application and contextualisation across the core, shared content. The programme team confirm there's a formative assessment opportunity on all modules to ensure the student is focused on a field relevant topic. An example programme plan and timetable demonstrate how the shared teaching and learning is delivered with clear field focused sessions in the afternoon.

Documentary evidence and the visit demonstrate module learning outcomes are mapped to the SPSCHPN and to the programme outcomes. Mapping demonstrates that the module content and the content of the HV and SN PADs enables students to meet the programme outcomes within their HV or SN fields.

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

N/A

An SPQ programme isn't proposed.

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

MET **NOT MET**

R2.8 is met. Documentary evidence and the visit demonstrate a wide range of teaching and learning strategies. Students learn through several modalities including face to face teaching, online learning, practical workshops and simulated practice. There's also clear evidence of students' opportunity to learn in placement with practice assessors and practice supervisors confirming the use of alternative practice days to widen students' knowledge of public health services. A range of assessments are identified in the module content including, reports, viva, oral presentations and OSCEs. The OSCE is supported by both PLPs and PUSCs and this is confirmed by both stakeholder groups at the visit.

Overall, there's a 50/50 split with 114 days of theory and 115 days of practice across all the proposed programme routes.

Simulated learning is contextualised to the localities students are working in for placements and the UoB utilises technology enhanced simulation. Simulation is multidisciplinary with a new simulation suite based on the local hospital site including a community room which is used to run community focused simulations which result in a simulated multidisciplinary team meeting. Senior UoB leaders and the simulation lead tell us of enhanced simulation capacity with the new simulation suite which is shared with the medical school through a joint usage strategy.

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

MET **NOT MET**

R2.9 is met. Documentary evidence and the visit show the UoB has ensured that technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment. Simulated learning is embedded in theoretical modules, including but not limited to interactive eLearning packages, simulated multidisciplinary team meetings with students from other health programmes (nursing, midwifery and social work) and simulated scenarios within community simulation suite at the university which is set up as a family home. The lead for simulated learning gives an example of how virtual reality is now used in the simulation suite to give students a PUSC experience which is then discussed in groups and a plan made for the family. Another example is given of how video decision trees are used to follow a family through a scenario. Students confirm they see value and enjoy this style of learning in the simulation suite.

During time within the practice learning environment, students are enabled to have protected learning time and undertake eight-10 days, dependent on individual student need, of practice in alternative learning environments. This provides opportunities for students to experience interdisciplinary working.

The UoB has a five-year simulation strategy which demonstrates a commitment to move forward with new technologies available within the area of simulated learning.

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: 14 June 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 confirm that suitable and effective arrangements and governance for practice learning is in place for all students. The UoB have the relevant governance structure to monitor and quality assure practice learning opportunities that enable students to develop, progress and meet the SPSCPHN for SN and HV in settings that comply with the SSSA requirements.

Documentary evidence confirms that educational audit takes place to ensure appropriately qualified practice assessors and practice supervisors are available and that placement areas meet the requirements of SSSA and provide opportunities to enable the achievement of the SPSCPHN. The audit is recorded on 'InPlace', the UoB placement management system. All north west AEs can view the audits. Audits are monitored and reviewed on a three yearly cycle. The programme team and PLPs/EPs confirm at the visit that regional meetings, such as the Greater Manchester practice education centre of excellence and the north west practice education group, support partnership working and focus at a regional level on the quality of placements as well as placement capacity.

PLPs, EPs, practice assessors and practice supervisors at the visit confirm and give examples of partnership working to ensure sufficient capacity of practice assessors and practice supervisors. Students confirm practice learning is overseen by practice assessors and practice supervisors and details are recorded in the PADs.

Documentary evidence demonstrates suitable and effective governance arrangements are in place for self-employed/self-funding students. These students must secure an appropriate and approved HV/SN placement and confirmation that the proposed 0-19 years public health practice provider can and will, support practice learning (with an appropriately qualified practice assessor and practice supervisor) for the duration of the programme.

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

MET **NOT MET**

R3.2 is met. Documentary evidence supports that students are allocated a practice assessor and practice supervisor. The practice learning handbook states that all students have access to the practice assessor and practice supervisor as well as an academic assessor from the UoB. Students at the visit confirm this happens in practice. The UoB have a quality strategy for practice learning to ensure practice assessors and practice supervisors are appropriately qualified and in place in placement areas.

Practice assessors and practice supervisors are recruited through PLP/EP organisations. They complete a self-declaration that they meet the SSSA requirements for their role, including completion of the period for preceptorship. Any programme and NMC updates are shared with practice assessors and practice supervisors by the UoB. An example is given of a training session held to explain the new PAD. Practice assessors and practice supervisors confirm attendance at this training session. Programme leads confirm they meet with practice at least twice per year to deliver practice assessor and practice supervisor updates. PLPs/EPs confirm at the visit they're invited to the student support learning committee once per term to discuss practice learning with student representatives. There's also a Microsoft Teams page which practice assessors and practice supervisors can access to view programme documents. PLPs, EPs, practice assessors and practice supervisors confirm they're also supported by the PEFs who work collaboratively with the UoB. PLPs and EPs at the visit confirm and give examples of partnership working to ensure sufficient capacity of practice assessors and practice supervisors. Students confirm practice learning is overseen by practice assessors and practice supervisors and details are recorded in their PADs.

Tripartite meetings are confirmed at the visit by students, practice assessors and practice supervisors. Tripartite meetings provide the opportunity to review student progression and formulate action plans, if needed, while providing oversight of implementation of the SSSA by the academic assessor. At least three tripartite visits are undertaken at each point throughout the programme. The academic assessor visits each student and their practice supervisor and practice assessor in practice to undertake reviews. When a face-to-face visit isn't possible, these meetings are held by remote means.

Student documentation confirms the responsibilities of students for their own learning and development including self-assessment and reflective practice, as well as their responsibilities in the escalation of any issues. Documentation, including the programme handbook and programme specification, emphasise the

importance of the tripartite relationship between the student, practice assessor and academic assessor.

Students we meet tell us they're clear about their responsibilities within the programme. They confirm they follow student documentation and the published process for raising concerns.

The UoB also monitor student feedback and ensure they're safe to escalate any concerns. Students confirm they're aware of the systems in place to escalate concerns in practice, however, they also confirm the programme team, personal tutors and academic assessors are very responsive and approachable if they've any concerns.

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

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

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

R3.3.1 is met. Documentary evidence confirm that practice learning opportunities provided allow students to develop, progress and meet the SPSCPHN in their field of practice. Protected learning time includes eight-10 days where students can gain practice learning opportunities of their choice. This is facilitated in placements and practice assessors, practice supervisors and students confirm there are a wide range of opportunities available. An example is given of students going to a different locality to experience a different range of needs within public health.

As part of the PAD, students undertake an individual learning needs analysis each term to tailor practice learning opportunities that meet their needs. Reviews of the PAD throughout practice allow students to evaluate their progression with practice assessors, practice supervisors and academic assessors. For apprenticeship students, knowledge, skills and behaviours are reviewed throughout the programme using the Aptem software (this is the name of the software not an acronym) utilised at the UoB.

The proposed PAD requires the ongoing achievement of the SPSCPHN to be monitored through tripartite meetings to ensure the student meets the SPSCPHN required to be signed off at the end of the programme. Action plans are included for development if students require additional support in their progress and achievement.

- SCPHN public health nurse (R3.3.2)

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

A SCPHN public health nurse route isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

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

YES

NO

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

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

MET

NOT MET

R3.5 is met. Documentary evidence confirms that processes are in place to consider individual learning needs and personal learning circumstances in academic and practice settings. Evidence states during the induction process, students are introduced to the UoB student services provision. Where a disability is known, students can self-refer for an assessment and support, or following discussion with the student a UoB lecturer may refer. The programme team give an example of the use of a formative essay in the first week of the programme which aims to identify any learning needs early to support students with additional needs. The lead for student health and wellbeing services confirms the process from referral to implementation of reasonable adjustments is two weeks. Students at the visit confirm this with one student using the example of the formative essay identifying potential dyslexia. The student confirms the process to access support through the student health and wellbeing team was quick and efficient.

Where a learning need is identified, a personal action plan is provided by student services to the student. If the student consents, this is shared with the relevant module/programme leads so that reasonable adjustments can be made. The UoB has 'learning excellence achievement pathway' (LEAP) online resources which are available to all students covering a range of topics including digital literacy, student engagement, personal and academic development. Evidence shows all students who commence the programme are allocated a personal tutor to support them on a pastoral basis and develop action plans in line with the UoB health wellbeing and supported study policy for a variety of health and wellbeing needs. This allows for flexibility of assessment deadlines and so on. The university also has the 'life lounge', a service that the UoB offers to support the mental health of students and staff members. This brings together mental health and wellbeing services, including counselling, cognitive behavioural therapy, wellbeing advisors, mental health advisors and a quiet and relaxing space where students can take some time out from the busy aspects of life and studies.

Occupational health screening is undertaken during recruitment and a report provided should any reasonable adjustments be required for theory and/or practice learning. Students, PLPs, EPs, practice assessors and practice supervisors all confirm reasonable adjustments are facilitated in placement.

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

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

R3.6.1 is met. The programme structure and delivery plan demonstrate that the stages of learning and SPSCPHN build to culminate in a 10-week practice placement at the end of the programme. Practice assessors tell us that placements are tailored to the individual students' stage of learning. Students confirm rich and diverse practice experience opportunities and the use of alternative practice days to broaden learning. Tripartite discussions each term provide the opportunity to review progress towards achieving the SPSCPHN. Students tell us that personal tutors, academic assessors and module leads are accessible and tailor learning experiences to the students' stage of learning.

Practice assessors and PLPs/EPs tell us they teach on the academic part of the programme and the programme team and students tell us external speakers bring the curriculum to life. There's a personal tutor scheme which supports students with their needs. There's also discussion around module leader support to students during teaching and learning as well as before and after sessions. This support alongside the SSSA structure for practice learning supervision and

assessment means the student is supported to meet the SPSCPHN needed to apply for registration at the end of the programme.

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

N/A

An SPQ programme isn't proposed.

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 14 June 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 4: Supervision and assessment

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

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

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

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

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

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

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

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

MET

NOT MET

R4.1 is met. Documentary evidence and the visit demonstrate that the UoB ensure student support, supervision, learning and assessment complies with the SFNME. PLPs, EPs and students along with practice assessors and practice supervisors confirm the processes in place to ensure student support meets the SSSA. Evaluations are collated and themes from the student voice are discussed at PLP/EP meetings with the UoB. At these meetings good practice and any areas of concern are raised. Student staff liaison committee meetings are held every term where students provide feedback from practice evaluations. These are monitored and form an action plan within the annual programme plan and NMC annual reporting cycle. Senior programme team representatives confirm this is fed into a school board meeting held twice per academic year.

Students are allocated a SCPHN HV or SN registered practice supervisor, practice assessor and academic assessor for the duration of the programme as relevant to their field of practice. There are processes to support individual learning needs in theory and practice. There’s student signposting to UoB resources that support student health and wellbeing including support for those requiring reasonable adjustment.

Academic assessors, practice assessors and practice supervisors receive appropriate preceptorship and induction. They also describe and give an example of how they’ve protected time in their diaries to facilitate student learning in

practice. Practice assessors and practice supervisors complete self-declarations appropriate to their role and attend regular meetings with academic assessors/programme leads to remain up to date. All staff involved in supervision and assessment of SCPHN students hold active NMC registration and comply with revalidation requirements.

Documentary evidence confirms there are processes to ensure students and PLPs/EPs are involved in ongoing programme improvement and feedback including mechanisms to provide feedback to practice assessors and practice supervisors. There are processes for escalating concerns for students and PLPs/EPs. They confirm the process of exceptional reporting to the NMC for ongoing risks. There's documentary evidence of the UoB fitness to practise procedures appropriate to registrants on a SCPHN programme.

All students confirm good health and character at the beginning and end of the programme.

Plans are in place to appoint an external examiner for SN following successful programme approval. Evidence is provided to confirm extension of tenure for the current external examiner for HV. The senior programme team at the visit confirm annual training for external examiners.

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

MET **NOT MET**

R4.2 is met. Documentary evidence and the visit confirm communication and partnership working between the programme team and PLPs/EPs for the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice assessors and academic assessors that support SCPHN students. Students confirm they've a practice assessor, practice supervisor and academic assessor. They know who they are and have confidence in knowing how to access support if needed.

Documentation demonstrates evidence of collaborative relationships, regular participation in partnership forums and clear and consistent understanding of the programme. This includes arrangements to ensure effective practice learning environments that enable the achievement of the SPSPCHN and programme outcomes.

PLPs/EPs confirm preparation of practice assessors and practice supervisors is coordinated through attendance at a training module delivered by another AEI. PLPs/EPs meet regularly with practice assessors and practice supervisors to

provide support in the roles. The UoB hold meetings three times a year with PLPs/EPs, practice assessors and practice supervisors to discuss any current issues or concerns and to ensure the quality of practice learning.

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

MET **NOT MET**

R4.3 is met. Documentary evidence confirms that students are allocated to practice supervisors, practice assessors and academic assessors with SCPHN registration appropriate to their field. The PAD provides opportunities for regular liaison between practice supervisors and practice assessors as well as tripartite opportunities with the academic assessor. The overall confirmation of proficiency is agreed between academic assessors and practice assessors as part of the practice assessment process. Achievement of all theoretical and practice learning is confirmed in an ongoing achievement record.

Students, practice assessors, practice supervisors and PLPs/EPs confirm learning in practice is protected and despite challenges in the community, student support isn't affected. All students work alongside a practice assessor and practice supervisor(s) when in placement and have supernumerary status in accordance with NMC requirements for protected learning time.

Apprenticeship students complete the end point assessment alongside completion of the SPSCPHN. The end point assessment is integrated and is completed with successful completion of the programme.

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

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

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

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

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

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

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

- Processes are in place to ensure practice and academic assessors can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ (R4.5.2)
YES NO N/A

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

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

R4.6 is met. Documentary evidence states students are assigned to an appropriate practice assessor for their field of practice. PLPs/EPs collaborate with the programme team to ensure sufficient practice assessor capacity is available for safe and effective practice learning. PLPs/EPs inform the academic assessors of named practice assessors and this is documented in the PAD in the first week in placement, together with academic assessor and practice supervisor(s) details. Practice assessor and practice supervisor signatory evidence is also required within the PAD. Students confirm at the visit that they're assigned to a practice assessor and practice supervisor in their field of practice.

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

R4.6.1 is met. Documentary evidence confirm processes are in place to meet this standard. PLPs/EPs tell us practice assessor resourcing is sufficient and that they're proactive in maintaining a pipeline of practice assessors and practice supervisors. PLPs, EPs and the UoB confirm there's never been a time when they've needed to use the same person as practice assessor and practice supervisor. If exceptional circumstances are identified, the same person fulfilling the role of practice supervisor and practice assessor is agreed on a short-term basis, for example, in the case of temporary absence or sickness of the practice supervisor. An action plan is developed and monitored to evidence the decision, ensuring that the student is supported and the exceptional circumstance is resolved within an agreed time frame.

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

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

- their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse (R4.7.1) YES NO N/A
- SCPHN public health nurse (R4.7.2) YES NO N/A

A SCPHN public health nurse route isn't proposed.

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

An SPQ programme isn't proposed.

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

An SPQ programme isn't proposed.

- There is evidence that all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met (R4.8) YES NO

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

- their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse (R4.9.1) YES NO N/A
- SCPHN public health nurse practice (R4.9.2) YES NO N/A

A SCPHN public health nurse route isn't proposed.

<ul style="list-style-type: none"> 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 style="text-align: right;">N/A <input checked="" type="checkbox"/></p> <p>An SPQ programme isn't proposed.</p> <ul style="list-style-type: none"> other specified field(s) of community nursing SPQ in health and social care practice (R4.9.4) <p style="text-align: right;">N/A <input checked="" type="checkbox"/></p> <p>An SPQ programme isn't proposed.</p>
<p>Assurance is provided that Gateway 1: 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>
<p>Outcome</p> <p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 14 June 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 5: Qualification to be awarded</p> <p>Approved education institutions, together with practice learning partners, must:</p> <p>R5.1 ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters' level</p>

- R5.2 inform the student that the SCPHN award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered
- R5.3 inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration
- R5.4 inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme. If they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber, and
- R5.5 inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice.

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

Findings against the standards and requirements

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

- The programme award to be approved is clearly identified in all programme documentation and is a minimum of a postgraduate masters' level (R5.1)
YES NO
- Processes are in place to inform the student that the SCPHN award must be registered with the NMC within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered (R5.2)
YES NO N/A
- Processes are in place to inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration (R5.3)
N/A

An SPQ programme isn't proposed.

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

YES NO N/A

The V300 isn't included as part of the SCPHN programme.

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

YES NO N/A

The V300 isn't included as part of the SCPHN programme.

Fall Back Award

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

YES NO N/A

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

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 14 June 2024

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

N/A

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

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 specialist community public health nurses</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for post-registration education programmes</i> (NMC 2022, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered SCPHN responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input 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 condition: UoB governance document PLEC group, undated UoB governance document PLEC guidance, June 2024 Outline for PUSC involvement, undated Sign-off SCPHN HV and SN, 24 July 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: HV year one x four HV alumni x two		
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: CQC inspection report, Cheadle Royal Hospital, 25 October 2023 CQC inspection report, Greater Manchester Mental Health NHS Foundation Trust, 31 January 2023 CQC inspection report, Bolton NHS Foundation Trust, 18 October 2023 CQC inspection report, Tameside and Glossop Integrated Care NHS Foundation Trust, Tameside General Hospital, 15 March 2024 CQC inspection report, The Christie NHS Foundation Trust, 12 May 2023 CQC inspection report, Warrington and Halton Teaching Hospitals NHS Foundation Trust, Warrington Hospital, 17 January 2024		
If you stated no above, please provide the reason and mitigation: The UoB is an established AEI and a visit to resources/facilities isn't required.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Zoe Clark Kuldeep Singh	Date:	21 June 2024
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