

Programme approval report

Section one

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

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

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

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

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

| | |
|--|--|
| SPQ General practice nursing apprenticeship | England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11 |
| SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship | England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11 |
| SPQ Health and social care nursing apprenticeship | England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11 |
| SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship | England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11 |
| Date of approval visit: | 22 May 2024 |
| Programme start date: | |
| SPQ Community children's nursing | |
| SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) | |
| SPQ Community learning disabilities nursing | |
| SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) | |
| SPQ Community mental health nursing | |
| SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) | |
| SPQ District nursing | 16 September 2024 |
| SPQ District nursing with integrated independent and supplementary prescribing (V300) | 16 September 2024 |
| SPQ General practice nursing | 16 September 2024 |

| | |
|---|--|
| SPQ General practice nursing with integrated independent and supplementary prescribing (V300) | 16 September 2024 |
| SPQ Health and social care nursing | |
| SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) | |
| SPQ Community children's nursing apprenticeship | |
| SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship | |
| SPQ Community learning disabilities nursing apprenticeship | |
| SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship | |
| SPQ Community mental health nursing apprenticeship | |
| SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship | |
| SPQ District nursing apprenticeship | 16 September 2024 |
| SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship | 16 September 2024 |
| SPQ General practice nursing apprenticeship | 16 September 2024 |
| SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship | 16 September 2024 |
| SPQ Health and social care nursing apprenticeship | |
| SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship | |
| QA visitor(s): | Registrant Visitor: Heather Bain Lay Visitor: Sue Kendall-Seatter |

Section two

Summary of review and findings

The University of Bolton (UoB) is an established Nursing and Midwifery Council (NMC) approved education institution (AEI). The school of nursing and midwifery (the school) is part of the faculty of health and wellbeing and presents for approval a community specialist practice qualification (SPQ) programme that includes district nursing (DN) and general practice nursing (GPN). The UoB is experienced in delivering SPQ programmes although the GPN field hasn't been delivered in recent years. Both DN and GPN fields offer the option of an integrated independent and supplementary prescribing (V300) module and apprenticeship routes. The non-apprenticeship routes are offered as full-time only. All apprenticeship routes have the option of full-time or part-time. The V300 programme is approved by the NMC for delivery since 3 September 2019. The programme is delivered at the UoB Deane road campus in Bolton.

The programme presented is a 120 academic credit, level seven postgraduate diploma (PgDip). The proposed programme is 53 weeks full-time and 70 weeks part-time. Practice-based learning equates to 60 percent of the programme. Students on the full-time route have an average of three days per week in the practice learning environment. This is two days a week for the part-time route. Full-time and part-time students are taught together. The programme has three core modules for both fields and a core module specific to the DN and GPN fields. Students have the option to undertake the V300 module or select from a range of optional modules from the UoB's continuing professional development (CPD) provision. Recognition of prior learning (RPL) is available for the programme and the process meets NMC and UoB requirements. There's no fall-back exit award for the programme that leads to annotation with the NMC as a specialist practitioner.

The proposed programme is designed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) and the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023). There's mapping that aligns the SPQ programme and module learning outcomes to the Standards of proficiency for community SPQs (SPCNSPQ) (NMC, 2022) and the Standards for prescribing programmes (SPP) (NMC 2018, updated 2023) for the integrated V300.

Documentary evidence and the approval visit confirm well established relationships between the UoB, their practice learning partners (PLPs) and employer partners (EPs). The signed agreements with EPs are Bolton NHS Foundation Trust and Manchester University NHS Foundation Trust for DN and Greater Manchester Training Hub and Bolton GP Federation for GPN. Students receive protected learning time during practice learning experiences. This is confirmed during the visit by the programme team, PLPs, EPs and students.

Documentary evidence and the visit demonstrate a clear partnership approach between the UoB, their EPs and PLPs to manage and mitigate any risks to student learning. Care Quality Commission (CQC) updates and other regulatory reports are monitored by the lead for practice learning. A systems wide approach is taken by the four greater Manchester AEIs and information is shared. When a concern is raised, the relevant AEIs work in partnership with the placement provider to address them and escalate if required to the NMC.

Documentary evidence and the approval visit demonstrate engagement with stakeholders and commitment to collaborative programme design, delivery and assessment. There's evidence of strategic and operational partnership working between the UoB, PLPs and EPs. Students speak highly of their programme, in particular the support from the programme team, their practice assessors and practice supervisors. There's a dedicated group of people who use services and carers (PUSCs) who demonstrate that they're actively engaged in all aspects of the programme. All stakeholders tell us they feel valued by the UoB.

The UoB has a formal structure for raising equality and diversity issues through their equality and diversity committee. Documentary evidence and discussion at the visit with the programme team, PLPs, EPs, PUSCs and students confirm the programme is developed and delivered to encourage equality, diversity and inclusion (EDI) and accessibility. Students confirm individual academic support is available to them and that they know how to access support when required. Access to support for maths and literacy is available throughout the programme and the opportunity to attend a summer school is available for all students to support them with their academic skills before starting the programme.

Documentary evidence and discussion at the visit confirm achievement and awarding gaps are monitored throughout the programme, including any gaps related to protected characteristics such as gender, ethnicity and disability. The programme team, PLPs and EPs actively promote and encourage a diverse community of potential students. The programme team are actively increasing the representation of PUSCs from a variety of ethnic backgrounds in the co-production of the programme, including interview panels.

The visit is undertaken face to face.

The SFNME is met at programme level.

The SSSA are met at programme level.

The programme is recommended to the NMC for approval subject to one university condition. One NMC recommendation and two university recommendations are made.

Updated 12 June 2024:

The UoB have submitted evidence which confirms the university condition is met.
The programme is recommended to the NMC for approval.

| Recommended outcome of the approval panel | |
|---|--|
| Recommended outcome to the NMC: | <p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p> |
| Conditions: | <p>Effective partnership working: collaboration, culture, communication and resources: None identified.</p> <p>Selection, admission and progression: None identified.</p> <p>Practice learning: None identified.</p> <p>Assessment, fitness for practice and award: None identified.</p> <p>Education governance: management and quality assurance: Condition one: To address any typographical errors and ensure the programme title and role titles are consistent throughout the documentation. (University condition)</p> |
| Date condition(s) to be met: | 12 June 2024 |

| | |
|---|--|
| Recommendations to enhance the programme delivery: | <p>Recommendation one: To enhance the engagement of the external examiner (EE) in the scrutiny of RPL claims prior to verification at an assessment board. (SFNME R2.9; SPRP R1.6.2)</p> <p>Recommendation two: Enhance the monitoring of protected learning time for GPNs. (University recommendation)</p> <p>Recommendation three: Consider the assessment load across the modules and the submission dates. (University recommendation)</p> |
| Focused areas for future monitoring: | The experience of students on the GPN routes. |

| Programme is recommended for approval subject to specific conditions being met | |
|---|---|
| Commentary post review of evidence against conditions: | |
| The UoB provides a recommendation report signed by the Chair of the approval panel that confirms the university condition is met. Condition one is met. | |
| UOB Observations | Observations have been made by the education institution YES <input type="checkbox"/> NO <input 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: | 12 June 2024 |

Section three

| NMC Programme standards |
|--|
| <p>Please refer to NMC standards reference points: Standards for post-registration education programmes (NMC 2022, updated 2023) Standards of proficiency for community nursing specialist practice qualifications (NMC, 2022)</p> |

NMC Programme standards

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

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

[The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates](#) (NMC, 2015 updated 2018)

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

[QA Handbook](#) (NMC, 2022)

Partnerships

The UoB 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 UOB and their practice learning partners, people who use services, students and any other stakeholders.

Documentary evidence and the approval visit confirm all stakeholders are actively involved in the co-production, design, development, planned delivery and evaluation of the programme. This evidence confirms there are effective partnerships between the UoB, their PLPs and EPs. Representatives from PLPs and EPs provide examples of changes made to the programme based on their input, for example options for full-time and part-time routes to meet their local workforce needs. These partnerships are enhanced by collaborative working between the regional AEIs, PLPs and EPs. For example, the greater Manchester group develop a shared approach to compliance with the SSSA and the pan-Northwest practice assessment record and evaluation (PARE) online tool provides resources for those involved in supervision and assessment. The PLPs and EPs relationships are formalised with the UoB using appropriate signed agreements.

At a strategic level, the UoB governance structure includes provision for monitoring partnerships with PLPs and EPs at the strategic collaborative board. At an operational level, the Northwest framework for quality assurance in practice learning provides a comprehensive structure to monitor placement quality with all stakeholders involved. The programme's annual self-report indicates consultation with the PLPs, EPs, students and PUSCs and lists changes and enhancements made as a result of this feedback in the ongoing monitoring of the programme.

There are effective mechanisms in place to manage any risks to student learning, such as those arising from unfavourable CQC reports and other regulatory information.

Representatives from PLPs and EPs, including managers, practice supervisors and practice assessors, tell us they feel valued, well supported and that their contributions are actioned. They consider the proposed programme is designed with their workforce in mind. For example, the inclusion of optional V300, full-time and part-time routes to meet the needs of the different PLPs and EPs. Effective communication is managed via formal meetings for senior staff, update meetings for practice assessors and practice supervisors three times a year, online resources housed within the UoB's online Moodle platform, as well as the materials provided by the regional PARE network.

Documentary evidence indicates a strong tradition of PUSC involvement in a range of aspects of programme development, delivery and assessment. The handbook provided for PUSCs lists the roles that can be undertaken, including recruitment and selection and 'patient as coach'. PUSCs we meet at the approval visit demonstrate commitment and engagement across a range of activities and they provide examples of their impact, such as developing the interview questions for student recruitment and contributing to the student staff liaison committee (SSLC) meetings. Support is provided to PUSCs from the UoB and this includes EDI training. Students confirm at the visit the positive PUSC contributions to their programme including workshops, providing case studies and participating in objective structured clinical examinations (OSCEs). PUSCs tell us they feel valued and well supported by the UoB.

Documentary evidence illustrates that the student voice is embedded in programme development, monitoring and evaluation. Student feedback is collected via established processes, both formal and informal. Students we meet at the approval visit confirm their involvement in mechanisms such as the SSLC, placement evaluations and face to face discussion. Their feedback is reported via the UoB annual monitoring process. Students describe their contributions to the development of the proposed programme and are positive about the changes made, in particular extending the length of the programme. PUSCs, practice assessors, practice supervisors and students all confirm excellent communication with the UoB and tell us the programme team are highly responsive. There's documentary evidence of partnership working in the assessment of practice learning. For example, the practice assessment document (PAD) evidences the involvement of PUSCs and students in the feedback process.

There's documentary evidence of interprofessional learning (IPL) being applied within the programme, particularly within the V300 module where there are a range of health professionals undertaking the programme. Opportunities for IPL within the practice learning setting is evidenced within the PAD. Students tell us about a valued IPL activity with social work students during theory-based learning to

support their development and the shared learning they have with SCPHN students in some modules.

The UoB have an experienced EE in post who has a DN SPQ. The senior management team confirm they're mindful of the need to ensure the EE has the range of skills necessary to comment on both DN and GPN fields and this is managed via the UoB's academic quality processes accordingly. The programme team tell us the EE actively engages with the programme and reviews RPL claims; however it's recommended that engagement of the EE in the scrutiny of RPL claims prior to verification at an assessment board is enhanced. (Recommendation one)

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

MET NOT MET

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

MET NOT MET

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Independent/Supplementary Prescriber (V300)

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

Optional Compulsory N/A

Please indicate whether the V300 is to be approved at this event against the [Standards for prescribing programmes](#) and [Standards of proficiency for nurse](#)

and midwife prescriber (adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2021)

YES NO

OR

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

3 September 2019

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

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

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

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

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

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

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

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

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

N/A

A SCPHN programme isn't proposed.

- Evidence of processes to ensure that the applicant is a NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC

approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry (R1.1.2)

YES NO N/A

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

YES NO

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

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

MET NOT MET

R1.5 is met. Documentary evidence and discussion at the visit confirm there's a governance structure to provide strategic and operational oversight of the quality of the practice learning environment. This ensures adequate placement capacity for the number of successful applicants and compliance with the SSSA. The programme team, PLPs and EPs tell us about engagement with the collaborative pan-Northwest network and the Moodle site as well as audits of placement settings, handbooks and information sharing meetings. Audits are conducted by academic staff from across greater Manchester and shared with AEs across the pan-Northwest network to avoid duplication.

Documentary evidence and discussion at the visit with the programme team confirm that appropriate recruitment and admissions processes are in place. These ensure that the applicant holds the required nurse registration and is

capable of safe and effective practice at the level of proficiency appropriate to the SPQ programme. The programme team confirm that processes are in place to ensure that each applicant selected to undertake the SPQ programme holds a bachelor's degree or undertakes the process of RPL to enable them to study at the required academic level for the programme.

There's an established governance structure to support applications from eligible NMC registered nurses, including NHS, non-NHS, self-employed and self-funded applicants. Documentary evidence and PLPs confirm the process self-employed applicants must undertake in terms of ensuring indemnity insurance is in place and agreement to comply with the SSSA requirements, programme learning outcomes and protected learning time. EPs confirm that self-employed and self-funded applicants can't access the apprenticeship routes. PLPs tell us the governance arrangements for self-employed and self-funded applicants is the same as for other applicants and confirm establishment of honorary contracts or secondments as required.

Documentary evidence and discussion with the programme team and students confirm there's a range of support across the UoB for students' literacy, numeracy and academic skills development. Within the school, the programme team develop a summer school to be delivered jointly with PLPs and EPs which focuses on academic skills prior to enrolment. The programme team are involved in research projects, one outcome being development of a focused conversation tool called 'make every conversation count' to support students. The AEI's 'listening lounge' is welcomed by students as it offers a range of pastoral and academic support. Students, PLPs, EPs, practice supervisors and practice assessors tell us there's flexibility and support for those requiring reasonable adjustments in academic and practice learning settings. Students at the visit share examples of reasonable adjustments, for example additional time is provided for assessments due to an identified learning need.

Documentary evidence makes clear the need for protected learning time during placement and confirms that PLPs and EPs commit to uphold the regulatory requirements of the SPQ programme. Students, PLPs, EPs, practice assessors and practice supervisors are aware of this requirement and, although they feel it can be challenging to achieve at times, all are committed to ensuring students are able to access protected learning time to broaden their learning. There are processes to monitor protected learning time and address any issues promptly. Students share examples of how this time is used, for example observing practice in alternative settings and working alongside other professionals. Students confirm they're aware of how to raise concerns, both with the UoB and in practice if required.

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

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

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

YES NO N/A

Proposed transfer of current students to the programme under review

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

There are no plans to transfer current students onto the new programme and all current students are on target to complete the existing programme.

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

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

The SSSA are already in place for all approved programmes, therefore transfer isn't required.

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 22 May 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 2: Curriculum

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

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

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

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

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

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

R2.4 state routes within the programme for:

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

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

- R2.4.3 students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing
- R2.4.4 students to annotate their registration in community nursing SPQ practice in health and social care
- R2.5 ensure programme learning outcomes reflect the:
- R2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing
- R2.5.2 core standards of proficiency for SCPHN that are tailored to public health nursing
- R2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice
- R2.6 set out the general and professional content necessary to meet the:
- R2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,
- R2.6.2 core standards of proficiency for SCPHN public health nurse qualification
- R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care
- R2.7 set out the content necessary to meet the programme outcomes for each intended field of:
- R2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,
- R2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care
- R2.8 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies
- R2.9 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment
- R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and
- R2.11 ensure programmes are:
- R2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award

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

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

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

Findings against the standard and requirements

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

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

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

A SCPHN programme isn't proposed.

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

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

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

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

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

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

A SPQ in health and social care isn't proposed.

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

MET **NOT MET**

R2.6.3 is met. The programme and module specifications clearly indicate the SPCNSPQ for both DN and GPN and across both fields including the full-time, part-time and apprenticeship routes, with or without V300. Documentation demonstrates how the content is set out to meet the programme outcomes and a mapping document illustrates how the content meets the SPCNSPQ and SPRP. For the V300 module, this includes mapping to the SPP and the Royal Pharmaceutical Society (RPS) competencies.

The programme has three core modules for both fields and a core module specific to DN and GPN practice. The shared core modules are 'synthesising the evidence base for innovative specialist practice', 'sustainable population health across the lifespan' and 'clinical skills for community and GPN'. There's shared learning across fields and with specialist community public health nurse (SCPHN) students. Additional tutorials and seminars provide a focus on each field of SPQ practice. All stakeholders confirm they value the opportunities for IPL as part of the programme. Practice learning opportunities ensure that students can consolidate learning that's applied to DN or GPN depending on their chosen field.

PUSCs, PLPs, EPs and students confirm their involvement in the development of the programme and how there's flexibility in the curriculum and the placement settings to explore areas of interest and local need. PLPs and EPs tell us they're

supportive of having an option for the V300 to meet the needs of their workforce and that this supports the viability of the programme.

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

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

N/A

A SCPHN programme isn't proposed.

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

MET NOT MET

R2.7.2 is met. Documentary evidence demonstrates that the programme structure for both theory and practice-based learning meets the requirements of the SPRP. The curriculum content for all modules is mapped to the SPCNSPQ. Students, practice supervisors and practice assessors tell us they're pleased to see the proposed programme is extended, with theory and practice-based learning happening concurrently.

Documentary evidence and discussion at the visit confirm that the content is relevant to DN and GPN practice. For example, the 'professional practice and compassionate leadership' module prepares students to take on leadership responsibilities in their practice. PLPs and EPs tell us they particularly welcome this module as it addresses workforce requirements. Students from both fields are mainly taught together, however there are planned sessions for breakout teaching to reflect specific DN and GPN practice, supported by academic staff with specific knowledge within the field.

Documentary evidence confirms that the programme team is suitably qualified to deliver the programme. Each field is overseen by a dedicated lead with experience and expertise in their specific SPQ field. UoB senior managers articulate their resourcing model and processes should the need to recruit additional expertise arise.

Students comment on the accessibility of resources to support their learning. They tell us that they benefit from additional support with maths and literacy as well as academic skills development. A new summer school focused on academic skills development is seen as a positive initiative by students. The simulated community suite is seen by the programme team and students as a valuable tool to learn in context and in a multi-disciplinary way. Student and PUSC involvement in the

proposed programme ensures that learning is responsive to diverse community requirements and is fit for purpose.

- 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 confirm the curriculum provides a balance of theory and practice-based learning opportunities using a range of learning and teaching strategies. The full-time route runs over 53 weeks and the part-time over 70 weeks. Students tell us they welcome the extension of the programme to a full year because of its overall intensity. Documentation indicates a split of 60 percent practice-based learning and 40 percent devoted to theory-based learning. Full and part-time students study theory together, with practice-based learning being adjusted according to their full-time or part-time status. The optional V300 prescribing module content is integrated over 26 weeks with 90 hours of specific prescribing practice experience included. Students who don't choose the prescribing module can opt for other modules at level seven from the UoB's CPD portfolio, for example end of life care or safeguarding. The design of the programme enables assimilation of new knowledge alongside practice-based learning within DN or GPN to meet the SPCNSPQ and RPS competencies, where appropriate. Any student who utilises RPL against the V300 is required to apply this prior learning to the context of their chosen field by participating in a half day workshop and including a critical reflection related to prescribing practice in their PAD.

The theory component of the programme is delivered using a blended learning approach. Students on the current programme tell us the mix of strategies is appropriate and they appreciate the flexibility it offers. Teaching strategies include lectures, seminars, tutorials, workshops and observations. Students tell us the experience of simulated community practice is very positive. Documentary evidence, reinforced by students at the visit, indicates a range of assessment strategies including case studies, presentations, literature reviews and critical reflections. Practice-based learning is assessed by practice assessors with evidence collated in the PAD and confirmed by the academic assessor.

- 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 discussion at the visit confirm technology-enhanced and simulated learning is used effectively and proportionately across the curriculum to support learning and assessment. The module content indicates how simulated practice is applied within the programme. For example, students

undertaking the V300 prescribing module are required to complete an OSCE within the practice setting and practice prescription writing. In the clinical skills module, students are assessed in the classroom via an OSCE and practice the skills required for assessing patients with PUSCs. In the 'professional practice and compassionate leadership' module, DN and GPN students work with other students to develop integrated care and practice the application of patient assessments. They also work alongside PUSCs and use technology such as virtual reality headsets to simulate care of patients with long term conditions, for example frailty. At the visit, PUSCs report being involved in OSCEs and students tell us they find the simulated learning very valuable in the development of their knowledge and skills.

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: 22 May 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 programme team at the visit tell us the UoB have existing and effective arrangements and governance in place to support practice learning which includes self-funded and self-employed students. PLPs and EPs have relevant policies and processes to govern effective practice learning experiences. All PLPs and EPs demonstrate compliance with the NMC requirements through attending training, signing self-declarations and completing organisation compliance statements. This is also evidenced in the signed organisation checklists. The Northwest quality assurance framework provides a process for audit and monitoring of PLPs and EPs. At the visit, practice leads tell us they're clear on their responsibilities to facilitate safe and effective practice-based learning.

The UoB has developed a process to recruit and support self-employed and self-funding students. PLPs tell us the governance arrangements are the same as for any other applicant. There's a governance structure in place to provide strategic and operational oversight of the quality of learning in practice. PLPs, EPs, practice supervisors and practice assessors confirm there's effective communication with the UoB, including regular meetings and email communication. Processes are in place regionally to manage placement capacity, the setting up of new placements, managing CQC and Office for Standards in Education, Children's Services and Skills (Ofsted) reports and risk management of placements.

The PAD provides evidence of how supervision and assessment are embedded in the student journey, with clear roles and expectations set out for those with supervision and assessment responsibilities in the practice learning handbook for specialist practice. The UoB provides training and updates for practice supervisors and practice assessors and this is supported by a dedicated Moodle site.

- 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 submitted indicates there are appropriate governance mechanisms in place for practice learning for all students. The oversight provided by the Northwest quality assurance for practice learning framework allows for all stakeholders to contribute to the monitoring of placement quality. Self-employed and self-funding students are specifically catered for under the governance structure for the SPQ programme.

Documentary evidence, triangulated at the visit by students, practice assessors and practice supervisors, demonstrates that all students are provided with a practice assessor and practice supervisor at the start of the programme. Documentary evidence confirms the preparation of practice supervisors, practice assessors and academic assessors and the provision of updates. The UoB hosts update sessions for practice assessors and practice supervisors three times per year and they've access to a Moodle site containing links to the theory-based sessions delivered and the SSSA.

A tripartite agreement is signed by the student at the start of the programme which allows the UoB to share information regarding the student's progress with the PLPs and EPs. Practice supervisors, practice assessors and academic assessors confirm they're prepared for their roles. Practice supervisors and practice assessors tell us they're well supported by the UoB and their employers to ensure students are supported in practice and that they've time to undertake their role. They can contact the programme team at any time and request a meeting for support if required.

Students are introduced to the SSSA during the programme induction. The names of their practice supervisor, practice assessor and academic assessor are added to the PAD during practice induction. Students tell us they're aware of the process for raising concerns in practice and are familiarised with the process during programme induction.

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

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

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

N/A

A SCPHN programme isn't proposed.

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

MET NOT MET N/A

R3.3.3 is met. Documentary evidence demonstrates how practice learning is managed and organised with inclusion of a timetable and general guidance. A change from the current programme, positively commented upon by practice leads and students during the visit, is theory and practice-based learning running concurrently, rather than in blocks. Students are allocated a primary practice learning environment and the opportunity to engage in a variety of alternative learning experiences with services such as the family court and homeless organisations. These experiences and feedback from PUSCs to support the student's learning is captured within the PAD. Use of the PAD facilitates the review of students' progress and enables learning goals to be set with practice assessors.

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

MET NOT MET N/A

A SPQ in health and social care nursing 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 and discussion at the visit confirms that students with individual learning needs or different personal circumstances are

supported through access to a range of resources and additional support. The programme team and students tell us about the processes and resources in place to support students with individual needs. For example, students tell us there's flexibility to manage assessments. Students are encouraged to make their needs known and to seek support so that an individual plan can be drawn up to manage reasonable adjustments. Students share examples where adjustments or processes are put in place to support their learning. Practice supervisors and practice assessors confirm their understanding of the reasonable adjustments process and how they work in collaboration with the school and programme teams to ensure that students are supported appropriately.

Documentary evidence and the visit confirm that the UoB provides support at a central level for mental health, wellbeing and study skills. Within the school, bespoke support is offered including maths, literacy and academic skills. Students with specific needs are supported by the UoB through negotiation of an appropriate practice setting. The PAD is used across all programme routes and this encourages the declaration of individual needs so reasonable adjustments can be made in practice settings. Practice assessors and practice supervisors are aware of their responsibilities for managing individual learning needs in the practice setting and they feel confident that the UoB will provide support as required.

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

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

A SCPHN programme isn't proposed.

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

3.6.2 is met. Documentary evidence demonstrates how progress and achievement is documented in the PAD and discussed at tripartite meetings or at the 12-week review period. The PAD supports the student to individualise their learning and develop action plans accordingly and in consultation with their practice and academic assessors.

PLPs, EPs and the programme team confirm there are sufficiently varied and appropriate placement learning opportunities to enable students to achieve the required programme learning outcomes and SPCNSPQ. Documentary evidence

and discussion at the visit indicates practice learning experiences are designed to facilitate students meeting a diverse range of people in a variety of practice and community settings. Students confirm the breadth of their practice experience and tell us they obtain feedback from PUSCs in practice.

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: 22 May 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 UOB 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 discussion at the visit with the programme team, PLPs, EPs, students and PUSCs confirm that students are supported, supervised and assessed in accordance with the SFNME. The senior UoB team confirm there are sufficient resources in place to support the programme. Appropriately experienced EEs for the programme are in place.

There's documentary evidence that robust processes and policies are in place to support a partnership-based approach to support, learning and assessment. Practice assessors and practice supervisors receive support, training and updates from the UoB and the collaborative PARE network, together with further support available from the Moodle site. Practice assessors and practice supervisors report good working relationships with the UoB, with clear and effective communication channels and swift response to any issues.

PLPs and EPs tell us how they engage with the programme team to ensure the requirements of the SFNME and the SSSA are implemented and met within the programme. The programme team, PLPs and EPs confirm any concerns identified in practice learning environments are managed in partnership. Students confirm they're allocated a practice supervisor, practice assessor and academic assessor. Students who undertake the V300 may have a different practice assessor with the relevant prescribing qualification for the V300 element of the programme. The SPQ PAD is used to enable written communication between the two practice assessors if they're not located together.

Information for students, practice supervisors and practice assessors is contained within programme guides, handbooks, the PAD and online via Moodle and the PARE network. Students tell us they know about the processes for raising concerns within practice and the UoB. Students tell us they're well supported with

timely formative and summative feedback which helps them monitor their progress and indicates how they can develop further. They tell us the pre-enrolment and induction processes help them prepare for the programme and understand expectations. Students tell us they gain feedback from PUSCs when in the practice learning environment and PUSCs confirm they also contribute to student feedback during OSCEs.

The UoB has a personal tutoring policy. All students are allocated a personal tutor at the start of their programme to support the student to achieve their educational and professional learning goals. Students evaluate the programme informally and formally at modular and programme level through formal SSLCs and module and practice evaluations. PUSCs also contribute to formal feedback as part of the SSLC.

- 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 discussion at the visit indicate that the UoB, PLPs and EPs liaise, collaborate and agree the necessary approach to the development of practice supervisors, practice assessors and academic assessors on the programme. The organisation checklist provides assurance that PLPs and EPs are aware of the resource expertise required to support the students in practice. The practice leads, academic assessors, practice assessors and practice supervisors are clear that they understand their roles. The UoB provides practice supervisor and practice assessor training for PLPs and EPs. This is supported by a dedicated Moodle site and access to the regional PARE online network which shares good practice in the supervision and assessment of students.

There's a specific practice handbook for SPQ students as well as a handbook for practice assessors and practice supervisors. Both make clear the roles and responsibilities of students, practice supervisors, practice assessors and academic assessors, as well as the operational processes relevant when students are in practice. Academic assessors are trained by the UoB and are required to maintain and sign a self-assessment of their skills and experience. They're supported by a comprehensive set of operating procedures.

- 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 and discussion at the visit confirm that practice and academic assessment complies with the SFNME, SSSA, SPRP and SPP where the V300 is undertaken. Audit sheets, practice organisation checklists, training and meeting notes, along with the PARE and Moodle site demonstrate how the programme aligns to the SSSA.

The programme team, practice leads and students confirm they've suitably qualified and experienced staff to act as practice assessors, practice supervisors and academic assessors. Documentary evidence confirms the SPCNSPQ and the RPS competency framework are mapped to programme learning outcomes and are assessed within the PAD. Placement agreements between the UoB, PLPs and EPs confirm that the SSSA are implemented and resources are in place to support all students on the programme. Practice assessors and academic assessors confirm their involvement in the final assessment and confirmation that the SPCNSPQ are met. This is recorded in the PAD.

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

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

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

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

MET

NOT MET

R4.6 is met. Documentary evidence and feedback from PLPs/EPs at the visit provides evidence that the practice assessor is an experienced, registered community nurse working in the same field of practice as the student. A V300 practice assessor is assigned if the SPQ practice assessor doesn't have a V300 prescribing qualification. Communication between practice assessors in this situation is recorded in the PAD. The practice organisation checklist, the handbook for practice supervisors and practice assessors and the self-assessment for practice supervisors and practice assessors make clear the need for relevant qualifications and experience. PLPs and EPs confirm there's an adequate number of appropriately qualified and experienced practice assessors and practice supervisors for the planned number of students.

- 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 UOB will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person (R4.6.1)

MET

NOT MET

R4.6.1 is met. The practice learning handbook and discussion at the visit with the programme team and PLPs confirm that only in exceptional circumstances will the same person fulfil the role of practice supervisor and practice assessor. In such instances, the student, practice supervisor, practice assessor and the UoB must evidence why it's necessary for the practice supervisor and practice assessor roles to be carried out by the same person. This is regarded as an exceptional scenario, is recorded in the PAD and monitored by the programme team.

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

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

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

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

A SPQ in health and social care 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)

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse practice (R4.9.2)

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

A SPQ in health and social care isn't proposed.

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 22 May 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 5: Qualification to be awarded

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

R5.1 ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters' level

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

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

R5.4 inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be

registered with us within five years of successfully completing the prescribing programme. If they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber, and
R5.5 inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice.

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

Findings against the standards and requirements

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

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

A SCPHN programme isn't proposed.

- Processes are in place to inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration (R5.3)
YES NO N/A
- Processes are in place to inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber (R5.4), and
YES NO N/A

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

YES NO N/A

Fall Back Award

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

YES NO N/A

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

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 22 May 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Section four

Sources of evidence

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

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

| | | |
|---|-------------------------------------|--------------------------|
| Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable). | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If you stated no above, please provide the reason and mitigation: | | |
| List additional documentation: Post visit evidence to meet conditions: Recommendation report, 11 June 2024 | | |
| Additional comments: None identified. | | |

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

| | YES | NO |
|--|-------------------------------------|--------------------------|
| Senior managers of the UOB/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: DN SPQ students, September 2023 cohort x four | | |
| 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"/> |
| <p>If yes, system regulator reports list:</p> <p>Bolton NHS Foundation Trust, CQC inspection report, 18 October 2023</p> <p>Cheadle Royal Hospital, CQC inspection report, 25 October 2023</p> <p>Christie NHS Foundation Trust, CQC inspection report, 12 May 2023</p> <p>Greater Manchester Mental Health NHS Foundation Trust, CQC inspection report, 21 July 2023</p> <p>Tameside General Hospital, CQC inspection report, 15 March 2024</p> <p>Warrington Hospital, CQC inspection report, 17 January 2024</p> | | |
| <p>If you stated no above, please provide the reason and mitigation:</p> <p>The UoB is an established AEI and therefore visits to practice learning environments and inspection of resources isn't required.</p> | | |
| <p>Additional comments:</p> <p>None identified.</p> | | |

Mott MacDonald Group Disclaimer

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

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

Issue record

Final Report

| | | | |
|---------------|------------------------------------|-------|--------------|
| Author(s): | Heather Bain Sue Kendall-Seater | Date: | 27 May 2024 |
| Checked by: | Sarah Snow | Date: | 10 June 2024 |
| Submitted by: | Mubaraq Sanusi | Date: | 5 July 2024 |
| Approved by: | Natasha Thompson | Date: | 8 July 2024 |