

Programme approval report

Section one

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

	<p>School nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Occupational health nurse apprenticeship <input checked="" type="checkbox"/></p> <p>Occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Public health nurse apprenticeship <input type="checkbox"/></p> <p>Public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p>
<p>Title of programme(s):</p>	<p>Postgraduate Diploma Specialist Community Public Health Nursing (Health Visiting)</p> <p>Postgraduate Diploma Specialist Community Public Health Nursing (School Nursing)</p> <p>Postgraduate Diploma Specialist Community Public Health Nursing (Occupational Health Nursing)</p> <p>Postgraduate Diploma Specialist Community Public Health Nursing with Independent and Supplementary Prescribing (Health Visiting)</p> <p>Postgraduate Diploma Specialist Community Public Health Nursing with Independent and Supplementary Prescribing (School Nursing)</p> <p>Postgraduate Diploma Specialist Community Public Health Nursing with Independent and Supplementary Prescribing (Occupational Health Nursing)</p>

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

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

	<input type="checkbox"/> Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
Date of approval visit:	3 June 2024
Programme start date:	
SCPHN health visiting	2 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	2 September 2024
SCPHN school nurse	2 September 2024
SCPHN school nurse with integrated independent and supplementary prescribing (V300)	2 September 2024
SCPHN occupational health nurse	2 September 2024
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	2 September 2024
SCPHN public health nurse	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN health visiting apprenticeship	1 September 2025
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN school nurse apprenticeship	1 September 2025

SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN occupational health nurse apprenticeship	1 September 2025
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN public health nurse apprenticeship	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Sean Mackay Registrant Visitor (occupational health nursing (OHN)): Aileen Monkhouse Lay Visitor: Caroline Thomas

Section two

Summary of review and findings

The University of Derby (UoD) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The college of health, psychology and social care is an established provider of specialist community public health nurse (SCPHN) education.

UoD are requesting to deliver a 120 credit postgraduate diploma (PgDip) in SCPHN in the fields of health visiting (HV), school nursing (SN) or OHN, each with a full-time, part-time and apprenticeship route. Independent and supplementary prescribing (V300) is optional in the non-apprenticeship routes. Successful completion provides eligibility to apply for registration as a SCPHN HV, SN or OHN. There's no fall back exit award leading to NMC SCPHN registration.

The programme is delivered at academic level seven. The PgDip is offered over a 45-week (full-time) and 90-week (part-time) programmed duration. The apprenticeship PgDip is delivered over 46 weeks.

Documentary evidence and discussion at the approval visit confirm well-established relationships between UoD, practice learning partners (PLPs), employer partners (EPs), students and people who use services and carers (PUSCs), which UoD term 'experts by experience'. Various stakeholders are involved in the development of the programme.

The programme is presented for approval against the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) and is designed to meet the Standards for post registration programmes (SPRP) (NMC 2022, updated 2023) The approved electronic pan-London practice assessment documentation (PADs) specific to HV, SN and OHN are adopted and are mapped to Standards of proficiency for SCPHNs (SPSCPHN) (NMC, 2022). The programme's delivered at the Derby campus. Most of the delivery is face-to-face, supported by online and simulated learning. Simulated learning is used to enable students to rehearse aspects of SCPHN practice and the SPSCPHN, including aspects of inter-professional practice. There's a balance of theory and practice learning with a period of consolidation practice learning at the end of the programme.

The programme leader's a current SCPHN SN registrant, supported by field leads who are SCPHN HV and SCPHN OHN registrants. Additional academics from across the college and a group of associate lecturers with specialist knowledge from outside UoD support the programme.

The EPs are Keele University (for OHN) and Nottingham City Care Partnership, Derbyshire Community Health Service NHS Foundation Trust (FT) and Nottinghamshire Healthcare NHS FT (HV, SN).

The programme is open to NMC registered first level nurses and midwives who demonstrate the ability to study at level seven. Applicants require a first or upper second class degree in a related subject. There's a process for applicants without this requirement to demonstrate equivalence by evidencing recent study at level six prior to entry. There's also a process to consider applications from self-employed and self-funding applicants. Students can follow the UoD recognition of prior learning processes. Recruitment is conducted in partnership between UoD and the PLP or EP. In some cases, PUSCs are involved in the interview process. PLPs tell us that they complete Disclosure and Barring Service and occupational health screening as part of the recruitment process, which is verified by the pathway lead on the programme team.

Documentary evidence and the visit confirm that UoD has established processes in place to assure governance, quality and continuous improvement of theory and practice education. The programme development includes responses to student and stakeholder feedback. There's confirmation of exceptional reporting processes to the NMC where there are risks to the safety and quality of student learning, including relevant outcomes from external regulator reports. The programme team have a strategy to enhance equality, diversity and inclusion (EDI) in recruitment, selection, teaching and assessment of the SCPHN programme, including monitoring awarding gap assurance. UoD staff complete EDI training and this is available for PUSCs. Practice supervisors and practice assessors receive EDI training with their employers. There are processes in place to support students with additional learning needs, including English as an additional language, numeracy skills and online dyslexia assessment.

The visit is undertaken face-to-face.

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

The SFNME at programme level and SPRP aren't met as conditions apply. The SSSA is met at programme level.

Update 18 July 2024:

The NMC conditions are met. UoD confirm that the university conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>Condition one: Provide commitment statements for all EPs to confirm governance structures are in place to support practice learning, including employer support and protected learning time. (SFNME R2.1; SPRP R1.5, R2.1)</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: Provide an action plan to recruit an appropriately qualified and experienced external examiner for the OHN route. (SFNME R2.21; SPRP R2.1) (NMC and university condition)</p> <p>Condition three: Provide updated programme specifications identifying the PgDip as the award which provides eligibility to register as SCPHN with the NMC and removing references to prescribing from the specifications for programmes without</p>

	<p>integrated V300. (SFNME R3.2; SPRP R2.1) (NMC and university condition)</p> <p>Condition four: Undertake a comprehensive review of documentation to address inconsistencies identified by the panel to ensure the documents meet the university's internal regulations and external requirements. (University condition)</p> <p>Condition five: Revise the programme learning outcomes so that they are presented in the format required by the university. (University condition)</p> <p>Condition six: Ensure that all staff delivering on the apprenticeship programme complete mandatory safeguarding training. (University condition)</p> <p>Condition seven: Provide a detailed weekly schedule of activities for the apprenticeship programme which should also make clear that learners are meeting the apprenticeship requirement for a minimum one day of off-the-job learning. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>15 July 2024</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Continue to engage all PLPs and EPs in the ongoing development, co-production, review and evaluation for the programme, including the preparation of practice assessors and practice supervisors. (SFNME R2.5)</p> <p>Recommendation two: Consider a more consistent approach to the utilisation of PUSCs in the recruitment selection process. (SFNME R2.7) (NMC and university recommendation)</p> <p>Recommendation three: Consider having one rather than two modules for research based practice, consolidating specialism (so that it is appropriate for all specialisms). (University recommendation)</p> <p>Recommendation four: Consider revising the description and content of the introduction to specialism and clinical practice module specification for parity. (University recommendation)</p>

	<p>Recommendation five: Consider including a Postgraduate Certificate as an interim award so that any student exiting the programme with 60 credits can receive appropriate academic recognition. (University recommendation)</p> <p>Recommendation six: Consider reviewing the assessment weightings across all modules to reduce the assessment load. (University recommendation)</p>
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>UoD provide statements of commitment from PLPs and the following EPs confirming their support of the programme and their provision of protected learning time: Derbyshire Community Health Service NHS FT, Keele University, Nottingham City Care Partnership and Nottinghamshire Healthcare NHS FT.</p> <p>Condition one is met.</p> <p>UoD provide an action plan to recruit an appropriately qualified and experienced external examiner for the OHN route.</p> <p>Condition two is met.</p> <p>UoD provide updated programme specifications identifying the PgDip as the award which provides eligibility to register as SCPHN with the NMC and removing references to prescribing from the specifications for programmes without integrated V300.</p> <p>Condition three is met.</p> <p>UoD provides university confirmation that the university conditions are met.</p> <p>Conditions four, five, six and seven are met.</p>	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	Correction to volume of field specific modules in R2.6.

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:	17 July 2024

Section three

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC 2018, updated 2023)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p>

S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders

R2.4 comply with NMC [Standards for student supervision and assessment](#)

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and meetings confirm that UoD is an established SCPHN programme provider and has effective well-established partnerships with PLPs and EPs. There's documentary evidence that students, PLPs and PUSCs are involved in programme development. The programme team tells us that they

consulted parents and school age children at the local Gurdwara, a youth council group, and a 'we are able and disabled' group.

At the visit PLPs, students, PUSCs and the programme team give us examples of programme decisions made in co-production. This includes the number of alternative practice days and designing flexibility in the timetable allowing students to attend field-specific insight activities. Records of meetings and the visit demonstrate that several PLPs prefer the inclusion of V300 as an optional route rather than a compulsory element of the programme, since this isn't included in the service delivery specifications for some PLPs. The programme team and PLP leads plan to advise students about the V300 option on a case-by-case basis to ensure that for these students, appropriate assessors are available. One PLP says they have a policy that practice assessors should have qualifications at level seven. Some senior managers say they're still developing awareness of the details of the proposed programme. (Recommendation one)

Practice assessors, PLP/EP managers and the programme team are involved in interviewing applicants for the programme. One PLP organises an assessment day involving PUSCs and some use interview questions written by PUSCs, however, this could be more consistent. (Recommendation two)

PUSCs confirm that there's increasing engagement of PUSCs in programme delivery and student assessments, for example ensuring that the views of carers and looked after children are present in the programme. They deliver sessions in all fields, and students report being inspired by their contribution. There's a system for PUSCs to receive feedback on their sessions.

Practice supervisors and practice assessors tell us they're involved in programme development, and that UoD are working with them to enhance understanding of the new SPSCPHN.

Practice staff confirm that they regularly liaise and meet with members of the programme team at operational and strategic levels. Documentary evidence and discussions during the visit confirm that practice assessors and academic assessors have tripartite meetings with students to discuss student progress at agreed points in the programme. PLPs/EPs and the programme team confirm they're proactive if student concerns or practice learning issues are raised, and that they work in partnership to resolve issues in a timely manner. Processes are clearly detailed in student, practice supervisor and practice assessor-facing documents, including a fitness to practise policy. Action plans are initiated at a tripartite meeting if a student isn't progressing to meet the SPSCPHN.

Students at the approval visit confirm that effective systems are in place to listen and respond to student feedback on programme delivery. They tell us that any issues and concerns are dealt with sensitively and are addressed in a timely manner. They report being well-supported by members of the academic team, who

respond to module queries and signpost them to helpful resources to support their learning.

Student evaluation takes place throughout modules and practice learning and at the end of the programme. Student representatives feedback issues to the programme team when they arise. Students inform us that the established systems of communication with the programme team work well and that the student voice is heard.

UoD's EDI policy (2014) and equality, inclusion and wellbeing strategy 2022-25 shows the university's commitment to EDI. Practice assessors, practice supervisors and students tell us that programme delivery promotes diversity, inclusion and the achievement of all students. UoD provides assurance that they collate relevant EDI data and make effective use of this to support wider recruitment and prepare students to meet the diverse needs of PUSCs. The programme team, PLPs and students confirm that students' individual learning and pastoral needs are considered and met.

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

MET **NOT MET**

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

MET **NOT MET**

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Independent/Supplementary Prescriber (V300)

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

Optional Compulsory N/A

The V300 is optional for each field within the full-time and part-time routes:
PG Dip Specialist Community Public Health Nursing with Independent and Supplementary Prescribing (Health Visiting)
PG Dip Specialist Community Public Health Nursing with Independent and Supplementary Prescribing (School Nursing)
PG Dip Specialist Community Public Health Nursing with Independent and Supplementary Prescribing (Occupational Health Nursing)

The V300 isn't available in the apprenticeship routes.

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

YES NO

OR

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

2 December 2020

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

- R1.2 confirm on entry that each applicant selected to undertake a SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme
- R1.3 provide opportunities that enable eligible NMC registered nurses and/or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme
- R1.4 provide opportunities that enable eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme
- R1.5 confirm that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected learning time, to enable students to undertake and be appropriately supported throughout the programme
- R1.6 consider recognition of prior learning that is capable of being mapped to the:
- R1.6.1 programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice
- R1.6.2 programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice
- R1.7 where programmes intend to offer SCPHN and/or SPQ students admission to an NMC approved independent/supplementary (V300) prescribing programme consider recognition of prior learning that is capable of being mapped to the *Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers for applicants*, and
- R1.8 where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing qualification to SCPHN and/or SPQ students, ensure that the applicant is a registered nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry.

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

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

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

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

A SPQ programme isn't proposed.

- Processes are in place to confirm on entry that each applicant selected to undertake a SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme (R1.2)
YES NO
- Evidence of selection process that demonstrates opportunities that enable eligible NMC registered nurses and/or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme (R1.3)
YES NO N/A
- Evidence of selection process that demonstrates opportunities that enable eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme (R1.4)
N/A

A SPQ programme isn't proposed.

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

- Evidence that the necessary arrangements and governance structures are in place to support practice learning, including employer support and

protected learning time, to enable students to undertake and be appropriately supported throughout the programme (R1.5)

MET

NOT MET

R1.5 is not met. Documentary evidence and meeting with senior PLP and EP representatives confirm that governance structures are in place to support practice learning. There are examples of signed agreements with PLPs and UoD. However, a statement of commitment confirming that governance structures are in place is needed from each proposed EP. (Condition one)

The visit confirms that practice assessors, practice supervisors and academic assessors are appropriately qualified in their field and prepared for their role. PLPs tell us they confirm their student numbers based on placement capacity and the number of practice assessors available.

Documentary evidence and the visit confirm that UoD and PLPs share updates on professional, statutory and regulatory processes for approved programmes in nursing and SCPHN. At the meetings they discuss programme development, practice issues, practice learning feedback, evaluation from students, raising concerns, educational audit activity and sharing of health regulator outcomes.

At the visit some PLPs confirm their intention to maintain the supernumerary status of students. This is a local decision and is supplementary to the NMC requirement for protected learning time. The requirement for protected learning time is communicated through practice facing programme documents.

UoD provides three workshop days for practice supervisors and practice assessors annually, where ongoing SSSA requirements and the implementation of the SPSCPHN and SPRP are discussed. There's opportunity to raise any issues or concerns and discuss how student progression is monitored and assessed.

Programme documentation identifies a 100 percent attendance policy within the programmed weeks. There's a process in place if a student's overall attendance drops below this, where further action may be taken under the fitness for practice policy. All scheduled practice days must be achieved or made up prior to the end of the programme. This is monitored by practice assessors and recorded in the PAD.

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

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

YES

NO

N/A

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

N/A

A SPQ programme isn't proposed.

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

YES NO N/A

- 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 (NMC, 2022)** will be met through the transfer of existing students onto the proposed programme.

There are no existing students transferring onto the new programme.

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

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

There are no existing students transferring onto the SSSA.

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

YES NO

A statement of commitment is needed for each EP. (Condition one)

Outcome

Is the standard met? MET NOT MET

A statement of commitment is needed for each EP.

Condition one: Provide commitment statements for all EPs to confirm governance structures are in place to support practice learning, including employer support and protected learning time. (SFNME R2.1; SPRP R1.5, R2.1)

Date: 3 June 2024

Post event review

Identify how the condition(s) is met:

Condition one: UoD provide commitment statements from EPs. These commitment statements confirm the EP has governance structures in place to support practice learning, and evidence employer support for protected learning time.

Condition one is met.

Evidence:

Commitment statement from Keele University, 10 June 2024

Commitment statement from Nottingham City Care Partnership, 24 May 2024

Commitment statement from Derbyshire Community Health Services NHS FT, 28 May 2024

Commitment statement from Nottinghamshire Healthcare NHS FT, 14 June 2024

Date condition(s) met: 17 July 2024

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

Standard 2: Curriculum

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

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

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

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

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

- R2.3 confirm SCPHN and/or community nursing SPQ programmes that include admission to NMC approved prescribing qualification comply with the NMC *Standards for prescribing programmes*
- R2.4 state routes within the programme for:
- R2.4.1 students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse
- R2.4.2 students to enter the SCPHN register for the public health nurse qualification
- R2.4.3 students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing
- R2.4.4 students to annotate their registration in community nursing SPQ practice in health and social care
- R2.5 ensure programme learning outcomes reflect the:
- R2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing
- R2.5.2 core standards of proficiency for SCPHN that are tailored to public health nursing
- R2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice
- R2.6 set out the general and professional content necessary to meet the:
- R2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,
- R2.6.2 core standards of proficiency for SCPHN public health nurse qualification
- R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care
- R2.7 set out the content necessary to meet the programme outcomes for each intended field of:
- R2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,
- R2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care
- R2.8 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies

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

R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and

R2.11 ensure programmes are:

R2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award

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

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

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

Findings against the standard and requirements

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

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

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

R2.1 is not met. Documentary evidence shows that the external examiner for the OHN modules is a SCPHN HV. There isn't an external examiner with OHN experience to comment and advise on the appropriateness of the OHN student theory work, that feedback is consistent and constructive and that their work is comparable to OHN students elsewhere. They also need to review OHN students' achievement and progress in practice. UoD need to provide a plan to recruit someone appropriate to act in this capacity. (Condition two)

At the visit, the programme team confirm that the award leading to eligibility for registration with the NMC as a SCPHN is the PgDip. This needs to be reflected in the programme specifications. The documentary evidence shows the target award is Master of Sciences (MSc), and there are references to recording the V300 qualification in the routes that do not have integrated V300. The programme specifications need to be updated. (Condition three)

Statements of commitment need to be provided by EPs to confirm compliance with all NMC regulatory governance requirements for apprenticeship routes. (Condition one)

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

N/A

A SPQ programme isn't proposed.

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

YES NO

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

YES NO N/A

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

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

YES NO N/A

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

YES NO N/A

A SCPHN public health nurse route isn't proposed.

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

N/A

A SPQ programme isn't proposed.

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

N/A

A SPQ programme isn't proposed.

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

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

YES NO N/A

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

YES NO N/A

A SCPHN public health nurse route isn't proposed.

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

N/A

A SPQ programme isn't proposed.

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

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

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

MET NOT MET N/A

R2.6 is met. The PGDip SCPHN routes consist of 120 credits of which 20 credits are undertaken in field-specific modules. The PgDip SCPHN route with integrated V300 have four 20 credit modules and the 40 credit V300 module. All assessment elements must be passed.

Students either take the V300 module, or complete modules in mental health and either long term conditions (OHN) or supporting vulnerable people (SN, HV). Key topics in these subjects are also covered in the introduction to specialism and clinical practice and the consolidating practice modules.

The programme team and the programme documentation confirm that students undertaking the V300 programme contextualise the content to their field of practice, thereby further developing their knowledge in safeguarding, ethics and long term conditions, which are covered in the modules not in the V300 route. Field-specific objective structured clinical examination (OSCE) forms part of the module, and prescribing practice hours take place in the field-specific setting.

The public health and educating communities module is shared across all routes and fields of practice and includes genomics, working in partnership with communities and social prescribing. There's a shared leadership module covering compassionate leadership, professional accountability and change management. There's also a shared research module.

The introduction to specialism modules all include content about holistic assessment, including psychological assessment, screening, health surveillance and emotional health and wellbeing. There's field specific content, including workplace needs assessment using a public health perspective, toxicology, identifying vulnerable workers and the effects of worklessness (OHN), attachment theory, domestic abuse and infant nutrition (HV), child sexual exploitation, healthy nutrition in children and young people and trauma informed care (SN). The research-based practice consolidating specialisms covers risk behaviours, empowerment and advanced communication skills.

Students in all fields teach, assess and support students in pre-registration programmes either in the placement area or in specific classroom sessions in the university.

There's mapping of the SPSCPHN to learning outcomes and to the PADs, including the core and field specific SPSCPHN. There are separate PADs for HV, SN and OHN, where students document their achievements and record the outcomes of tripartite meetings. These PADs are used to monitor students' progress in meeting the core and field-specific standards of proficiency.

All theoretical elements of the programme, along with the PAD, must be passed to demonstrate that core and field specific SPSCPHN are met by the end of the programme. There's no compensation in theory or practice.

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

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

A SCPHN public health nurse route isn't proposed.

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

community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care (R2.6.3)

N/A

A SPQ programme isn't proposed.

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

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

MET NOT MET

R2.7 is met. Each module's mapped against the programme learning outcomes. There are common and field-specific programme learning outcomes. The modules are mapped against the SPSCPHN and support OHN, HV and SN theoretical content. The programme leader is a current SCPHN SN registrant, supported by field leads who are a SCPHN HV and a SCPHN OHN registrant.

All module learning outcomes are mapped to the SPSCPHN and to the programme outcomes. Mapping demonstrates that the module content and the content of the OHN, HV and SN PADs enables students to meet the programme outcomes within their fields.

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

N/A

A SPQ programme isn't proposed.

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

MET NOT MET

R2.8 is met. Documentary evidence confirms there's a balance of theoretical and practice learning opportunities over 45 scheduled weeks full-time or 90 weeks part-time. The apprenticeship route is delivered full-time over 46 weeks. This includes three blocks of mixed theory and practice days. There's a flexible period of continuous practice towards the end of the programme. Students are required to complete a minimum of 90 days of practice learning. There are self-directed learning days throughout the timetable.

A range of learning and teaching strategies are identified in the module timetables, including lectures, group work and case study analysis. The majority's face-to-face learning, with additional resources available online. The assessment strategy includes a variety of written and oral assessments: a case study, community profile, education resource, written assignment and presentation of a business case.

Students are given time to attend field-specific insight days, to allow them to attend conferences or visit other service teams.

Processes are in place for UoD and PLPs/EPs to provide reasonable adjustments for students for assessment in theory and practice. Learning experiences are tailored to the student's stage of learning, their proficiencies and the programme outcomes, to enable them to meet the outcomes of the programme.

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

MET **NOT MET**

R2.9 is met. Documentary evidence and the visit confirm that there are simulated learning opportunities across the curriculum, including disaster planning scenarios, a mock safeguarding case conference and OSCE assessments. UoD staff undertake mandatory digital development to incorporate new digital tools into learning and teaching. PUSCs tell us they are working with the programme team to promote the use of technology to share the voices of vulnerable adults and under 16s using services. Students can access UoD support to develop their digital 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

There's no commitment statements provided by EPs to assure that governance structures to support regulatory standards for employer support and protected learning time will be upheld for apprenticeship routes. (Condition one)

There isn't an external examiner who is appropriately qualified and experienced to consider and report on the quality of theory and practice learning in the OHN field of practice. (Condition two)

The programme specifications include reference to an MSc target award which is no longer requested. The programme specifications for routes that don't have integrated V300 include references to recording the V300. Therefore, students aren't provided with accurate information about the curriculum. (Condition three)

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

There're no commitment statements provided by EPs to assure that governance structures will ensure that regulatory standards for employer support and protected learning time are upheld for apprenticeship routes.

Condition one: Provide commitment statements for all EPs to confirm governance structures are in place to support practice learning, including employer support and protected learning time. (SFNME R2.1; SPRP R1.5, R2.1)

An external examiner with OHN expertise is required to provide external scrutiny of student assessment and progress on the OHN route.

Condition two: Provide an action plan to recruit an appropriately qualified and experienced external examiner for the OHN route (SFNME R2.21; SPRP R2.1) (NMC and university condition)

The programme specifications need to be updated to be clear that the PgDip is the award leading to eligibility to register as a SCPHN HV or SN or OHN with the NMC. Programme specifications need to be updated so that they only contain information about recording the V300 when the route includes V300.

Condition three: Provide updated programme specifications identifying the PgDip as the award which provides eligibility to register as SCPHN with the NMC and

removing references to prescribing from the specifications for programmes without integrated V300. (SFNME R3.2; SPRP R2.1) (NMC and university condition)

Date: 3 June 2024

Post event review

Identify how the condition(s) is met:

Condition one: UoD provide commitment statements from EPs. These commitment statements confirm the EP has governance structures in place to support practice learning, and evidence employer support for protected learning time.

Condition one is met.

Evidence:

Commitment statement from Keele University, 10 June 2024

Commitment statement from Nottingham City Care Partnership, 24 May 2024

Commitment statement from Derbyshire Community Health Services NHS FT, 28 May 2024

Commitment statement from Nottinghamshire Healthcare NHS FT, 14 June 2024

Condition two: UoD provide an action plan to recruit a suitably qualified and experienced external examiner for the OHN programme.

Condition two is met.

Evidence:

Recruitment plan for appointing an external examiner for a SCPHN course - OHN, undated

Condition three: UoD provide updated programme specifications identifying the PgDip as the award which provides eligibility to register as SCPHN with the NMC and without references to prescribing from the specifications for programmes without integrated V300.

Condition three is met.

Evidence:

Programme specification for PgDip SCPHN with integrated V300, undated

Programme specification for SCPHN apprenticeship, undated

Programme specification for PgDip SCPHN, undated

Date condition(s) met: 17 July 2024

Revised outcome after condition(s) met:

MET

NOT MET

Standard 3: Practice learning

Approved education institutions must:

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

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

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

R3.3 provide practice learning opportunities that allow students to develop, progress and meet all the standards of proficiency for their:

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. Documentary evidence and the visit demonstrate that there's a practice learning governance framework in place for practice learning placements. All students whether self-funded or employed have named practice assessors, practice supervisors and academic assessors and are provided with practice learning guidance outlining key information and processes. At the visit, senior UoD representatives, PLPs and EPs confirm there are effective arrangements in place to support the quality of practice learning. Educational audits of practice learning environments ensure their suitability for student experience including enough suitably qualified staff to supervise and assess students. UoD monitor that agreements and audits are in place and that student placement evaluations are completed.

There's a process to identify and monitor suitable and effective practice learning arrangements for applicants who are self-employed or self-funded, including ensuring there's placement capacity and a practice supervisor and practice assessor who meet the SSSA and SPRP requirements.

- 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 and the visit demonstrate that governance and safeguarding procedures are in place with PLPs and UoD to ensure effective supervision and assessment that complies with SSSA. Students tell us that academic assessors visit them in the practice learning environments.

Partnership working between the PLP or EP and UoD ensures students are allocated a placement area with a practice assessor and with one or more practice supervisors. Documents signpost students to the procedure for raising placement concerns, and students tell us they are aware of this process. Students tell us that concerns are supported and escalated as necessary. Practice assessors and practice supervisors confirm effective and supportive collaboration with UoD to manage the escalation of concerns.

Practice supervisors and practice assessors attend SSSA training with their employer, and there are programme-specific support workshops run by the UoD team. Roles and responsibilities of students, practice assessors, practice supervisors and academic assessors are identified in the PAD and the practice learning guidance. The practice assessors and practice supervisors tell us that UoD staff are accessible and supportive, and confirm that they receive student placement feedback.

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

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

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

R3.3.1 is met. Documentary evidence identifies that students are provided with protected practice learning opportunities to develop and meet the SPSCPHN in their field of practice. Students undertake self-assessment and agree relevant learning opportunities with their practice assessor and practice supervisor. There's up to 10 days to access learning opportunities in placements that demonstrate alternative experience relevant to their chosen field of practice. Practice assessors and practice supervisors tell us that students have access to PUSCs, including those who work in OHN.

Practice learning is assessed through a field specific pan-London SCPHN electronic PAD where all core and field-specific SPSCPHN are assessed. Within the PAD, students complete a self-analysis to support the identification of their individual learning needs. Student progression and achievement is documented in the PAD. Students reflect on their practice and have tripartite meetings to identify achievements and future learning needs. The outcomes of these meetings are documented in the PAD. There's a process for creating an action plan if students require additional support.

- SCPHN public health nurse (R3.3.2)

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

A SCPHN public health nurse route isn't proposed.

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

N/A

A SPQ programme isn't proposed.

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

N/A

ASPQ programme isn't proposed.

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

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

YES NO

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

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

MET NOT MET

R3.5 is met. Meetings during the visit and documentary evidence in the programme and practice handbooks and programme specifications demonstrate that procedures are in place to support students with individual learning needs, reasonable adjustments and their personal circumstances. Students and practice supervisors and practice assessors tell us that reasonable adjustments are made in practice when practice partners have been made aware of individual student needs. Students give us examples of reasonable adjustments, such as the provision of technology to support learning and achievement, and PLPs tell us that student needs are considered when planning placement areas. In extenuating circumstances, a placement may be changed.

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

- intended field of SCPHN practice, SCPHN PHN practice or (R3.6.1)

MET NOT MET N/A

R3.6.1 is met. The programme specification and separate PAD documents indicate how the programme outcomes and proficiencies are tailored to students' intended field of SCPHN practice. The use of alternative days learning in practice

facilitate the development of individual student learning. Student facing documentation sets out the structure and progression of the modules, indicating that practice learning is built into the programme. The PADs provide opportunities throughout the programme for students to identify their personal learning needs and there are timetabled tripartite review meetings between students, practice assessors and academic assessors.

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

N/A

A SPQ programme isn't proposed.

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 3 June 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 4: Supervision and assessment

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

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

- R4.2 liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment
- R4.3 ensure practice supervision, the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment*
- R4.4 ensure practice supervisors:
- R4.4.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals or
- R4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students
- R4.5 ensure practice and academic assessors:
- R4.5.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ or
- R4.5.2 can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ
- R4.6 ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking
- R4.6.1 in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN/community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person
- R4.7 provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:
- R4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.7.2 SCPHN public health nurse,
- R4.7.3 their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or
- R4.7.4 other specified field(s) of community nursing SPQ in health and social care
- R4.8 ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met
- R4.9 assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:

- R4.9.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
R4.9.2 SCPHN public health nurse practice,
R4.9.3 their intended SPQ in the field of: community children’s nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, and/or
R4.9.4 other specified field(s) of community nursing SPQ in health and social care practice.

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

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Documentary evidence and meetings indicate that governance processes are in place to oversee the standard and quality of student support, supervision, learning and assessment on the SCPHN programme and to ensure the SFNME is monitored and met. UoD has policies and procedures in place to ensure that professional standards are adhered to.

Staff receive EDI training on an ongoing basis, and PUSCs who are part of UoD’s experts by experience group also access this EDI training. The university has an access and participation plan to improve equality opportunity for underrepresented groups to access and succeed in higher education, and the programme team have strategies to address this in the SCPHN programme.

The UoD assessment regulations demonstrate that procedures are in place to ensure that student assessment and progression is fair and transparent.

Students from all three fields tell us that they have opportunities to gain feedback from PUSCs in practice placements and can use formats appropriate to the age and development of PUSCs. This feedback is documented and used to write up case studies.

There's a student evaluation at the end of each module and students also evaluate their placements. Student representatives are elected and ensure that concerns or praise for the programme are managed collectively. Students confirm that communication and systems of support are effective.

There's a guidance document for practice assessors and practice supervisors that outlines roles and responsibilities, details of the programme, assessments, the SPSCPHN and the PAD. UoD runs meetings for practice assessors, practice supervisors and academic assessors to discuss issues and provide support, which is valued.

There's evidence of student conduct and fitness for practise procedures. All students are required to sign a self-declaration of good health and good character at the end of the programme.

- 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. There's documentary evidence that the programme team from UoD meets with practice assessors and practice supervisors from the PLPs/EPs to discuss practice experience, fair assessment of students, programme updates, feedback mechanisms and to share best practice examples. Practice assessors and practice supervisors tell us they feel well supported by the programme team. The practice assessors and practice supervisors are supported to attend UoD meetings by their employers.

UoD provides preparation for academic assessors. There's a one-year preceptorship period for academic assessors.

PLP or EP staff who wish to become practice assessors are identified by the PLP or EP. SSSA training is provided by the PLPs and they are supported in their role.

Practice assessors, practice supervisors and academic assessors complete a checklist to ensure they meet the requirements to work in that role. These checklists are monitored by the university. UoD ensures suitability of the placement through educational audits.

- 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 the visit confirm that students are allocated to a practice supervisor, practice assessor and academic assessor. The PAD contains records of regular practice supervisor and practice assessor meetings and tripartite meetings which involve the academic assessor. These provide opportunities for liaison between the practice assessor and academic assessor and for overall confirmation of the student's achievement of the SPSCPHN.

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. Meetings with senior PLP/EP representatives, practice assessors and practice supervisors confirm that students are allocated to a practice assessor who

is an experienced SCPHN registrant in the student's field of practice. The programme team also confirms this using their checklist.

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

MET **NOT MET**

R4.6.1 is met. Senior PLP staff confirm there's a process to manage the exceptional circumstances when the same person is required to fulfil the role of practice supervisor and practice assessor, including evidencing why this is necessary, initiating a time-limited action plan and monitoring the student experience. An example of an exceptional circumstance is the sudden illness or absence of a practice assessor or practice supervisor.

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

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

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

A SCPHN public health nurse route isn't proposed.

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

A SPQ programme isn't proposed.

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

A SPQ programme isn't proposed.

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

YES NO

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

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

YES NO N/A

- SCPHN public health nurse practice (R4.9.2)

YES NO N/A

A SCPHN public health nurse route isn't proposed.

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

N/A

A SPQ programme isn't proposed.

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

N/A

A SPQ programme isn't proposed.

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

YES NO

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: 3 June 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET

NOT MET

N/A

Standard 5: Qualification to be awarded

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

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

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

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

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

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

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

Findings against the standards and requirements

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

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

A SPQ programme isn't proposed.

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

YES NO N/A

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

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: 3 June 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Section four

Sources of evidence

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>If you stated no above, please provide the reason and mitigation: All required student information is in the programme handbook rather than a university handbook. The ORA is included in the PAD. Written placement agreements with EPs not available. (Condition one) Update 19 July 2024: Placement agreements with EPs are provided by UoD.</p>		
<p>List additional documentation: Condition evidence:</p> <p>Commitment statement from Keele University, 10 June 2024 Commitment statement from Nottingham City Care Partnership, 24 May 2024 Commitment statement from Derbyshire Community Health Services NHS FT, 28 May 2024 Commitment statement from Nottinghamshire Healthcare NHS FT, 14 June 2024 Recruitment plan for appointing an external examiner for a SCPHN course - OHN, undated Programme specification for PgDip SCPHN with integrated V300, undated Programme specification for SCPHN apprenticeship, undated Programme specification for PgDip SCPHN, undated</p>		
<p>Additional comments: None identified.</p>		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input 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"/>
<p>If yes, please identify cohort year/programme of study: OHN level six current student x one SN level six current student x one</p>		

SN level seven current student x one HV level six (2022-23) alumnus x one OHN level six (2021-23 part-time) alumnus x one SN level seven (2022-23) alumnus x one		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: Derbyshire Healthcare NHS FT, Care Quality Commission (CQC) inspection report, 6 June 2020 Sherwood Forest Hospitals NHS FT, King's Mill Hospital, CQC inspection report, 23 February 2023 Nottingham University Hospitals NHS Trust, CQC inspection report, 13 September 2023 Nottinghamshire Healthcare NHS FT, CQC inspection report, 15 November 2022 University Hospitals of Derby and Burton NHS FT, Queens Hospital, CQC inspection report, 29 November 2023 University Hospitals of Derby and Burton NHS FT, Royal Derby Hospital, CQC inspection report, 29 November 2023 University Hospitals of Derby and Burton NHS FT, CQC Quality Report, 16 June 2021		
If you stated no above, please provide the reason and mitigation: UoD is an AEI; a visit to teaching and learning resources and practice learning environments isn't required.		
Additional comments: None identified.		

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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):	Sean Mackay Aileen Monkhouse Caroline Thomas	Date:	3 June 2024
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