

Programme approval report

Section one

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

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

	<input type="checkbox"/> Level 11
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
Date of approval visit:	30 January 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	

SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN public health nurse	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN health visiting apprenticeship	
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN school nurse apprenticeship	
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN occupational health nurse apprenticeship	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN public health nurse apprenticeship	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Miriam Davies Lay Visitor: Nick Davies

Section two

Summary of review and findings

The University of Hertfordshire (UH) is an established approved education institution (AEI) and specialist community public health nursing (SCPHN) provider. The school of health and social work (the school) present a SCPHN programme for approval against the Nursing and Midwifery Council (NMC) Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023) and Standards of proficiency for specialist community public health nurses (SPSCPHN) (NMC, 2022).

The approval visit is undertaken face to face.

The programme includes a full and part time postgraduate diploma (PGDip) routes in SCPHN health visiting (HV) and school nursing (SN). All routes can be taken with or without the V300 prescribing qualification. All routes are 120 level seven credits.

The programme is delivered in 46 weeks of taught content over a period of 52 weeks. The part time route is delivered over two years (with 92 weeks taught content). Both routes include six weeks annual leave per annum. A January and September intake is planned, with each intake following the same programme structure and pattern of module delivery.

There's a balance of theory and practice throughout the programme with 50 percent spent in theory and 50 percent in practice. Practice learning partners (PLPs) and students confirm their involvement in decisions related to programme structure as part of the co-production process. The final 10 weeks of the programme is spent in practice to consolidate learning and for students to gain exposure to having their own caseload. Practice assessments are documented in the pan-London SCPHN practice assessment document (PAD) which the UH propose to adopt. The core PAD is already approved and is delivered in an electronic format (ePAD).

Entry requirements for candidates for the SCPHN and integrated V300 programme routes align with NMC standards. Documentary evidence confirms routes of entry for NHS, non-NHS, self-employed and self-funding students. Support for self-funding students is confirmed by PLPs and senior managers at the UH. The UH has established recognition of prior learning (RPL) processes in place and associated documentation in relation to this. Conjoint interview processes are in place which include people who use services and carers (PUSCs) in certain trusts.

A written and verbal commitment is in place from PLPs to resource the practice component of the programme and senior management from a theory perspective.

There are established training and preceptorship processes in place for practice assessors, practice supervisors and academic assessors to ensure the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) are met.

The programme team comprises of four HVs and one SN, some of whom have prescribing qualifications. Recruitment is in progress for an academic post in SN and mental health to support the new nurturing mental health (NMH) module. Resourcing is confirmed by senior management within the documentary evidence as well as at the visit. Contingency plans are also in place if these posts aren't filled. This is an area for future monitoring for the NMC, to ensure continued quality provision of both HV and SN teaching and learning.

The programme is mapped to the SPSCPHN across theory and practice. Successful completion of the programme provides eligibility to apply for registration as a SCPHN HV or SN. There's no fall-back exit award leading to NMC SCPHN registration.

The documentary evidence states that the UH has a strong commitment to equality, diversity and inclusion (EDI) which is outlined in their strategic plan 2020-2025. The UH has been ranked 16th in England for social mobility impact by the Institute for Fiscal Studies. On average 66 percent of the students and 23 percent of staff come from ethnically diverse communities. In addition, around 10 percent of staff and 10 percent of students have declared a disability. The SCPHN programme lead has responsibility for reviewing and monitoring EDI data as part of the continuing enhancement planning (CEP) process. All UH staff are required to complete equality, diversity and unconscious bias training when first employed and to update this online annually. PUSCs at the visit tell us they also complete EDI training as part of their role. The programme team confirm these processes and provide further examples of how this is embedded, including promoting diversity within research, external speakers and decolonising the curriculum. PLPs provide details of how they draw on a diverse interview panel, which in certain trusts also includes PUSCs. An attainment gap action plan is provided within the documentary evidence to indicate how this is being addressed at a programme level.

The Standards framework for nursing and midwifery education (SFNME) (NMC 2018, updated 2023) isn't met at programme level as conditions apply.

The SSSA are met at programme level.

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

Updated 18 March 2024:

The UH present evidence to meet the conditions. The university confirm the joint 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>Condition three: The programme team must provide a plan to evidence how they'll work with PLPs to ensure the availability of appropriate practice supervisors and practice assessors with a prescribing qualification to support students on the V300 route within the context of SCPHN education. (SFNME R4.1; SPRP R4.3) (NMC and university condition)</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>Condition two: The programme team must strengthen leadership aspects in the population health across the lifespan (PHAL) module, evidenced through the inclusion of specific learning outcome, to make explicit that all students, including those on the V300 route, will appropriately cover leadership principles</p>

	<p>within the programme. (SPRP R2.7.1) (NMC and university condition)</p> <p>Education governance: management and quality assurance:</p> <p>Condition one: The programme team must explicitly state in the programme documentation that the V300 prescribing qualification isn't a fall back exit award from the SCPHN programme. (SFNME R2.1; SPRP R2.1.1) (NMC and university condition)</p>
Date condition(s) to be met:	18 March 2024
Recommendations to enhance the programme delivery:	<p>Recommendation one: The programme team should consider ways to support the engagement of PUSCs in student recruitment and selection across PLPs (SFNME R2.7) (NMC and university recommendation)</p> <p>Recommendation two: To monitor from the perspective of the student and practice assessor the effectiveness of the integration of the V300 into the programme. (University recommendation)</p> <p>Recommendation three: To monitor the impact of the plans to increase student participation in module and programme surveys and evaluate the students' experience of the mechanisms used to communicate actions taken following their feedback. (University recommendation)</p> <p>Recommendation four: To evaluate from the SN student perspective the extent to which the programme meets their learning needs. (University recommendation)</p>
Focused areas for future monitoring:	Monitoring of SN academic resources and impact on teaching and learning.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The programme specification explicitly states that the V300 prescribing qualification isn't a fall back exit award from the SCPHN programme. This information is also clearly stated within the programme handbook, which is a student facing document. Condition one is met.

The programme team have amended the PHAL module to include a specific learning outcome on leadership principles. Documentary evidence includes an additional mapping document to sphere F of the SPSCPHN. This demonstrates how all sphere F outcomes are met for all students, including those students on the V300 route who won't be completing the leading innovation in community healthcare module. Condition two is met.

There's an implementation plan to increase the number of appropriately trained and experienced practice assessors and practice supervisors to support students completing the integrated V300 route within the context of SCPHN education. Condition three is met.

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	Minor amendment to change 'to/from' to 'to and from'.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	18 March 2024

Section three

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

NMC Programme standards

[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020)
[QA Handbook](#) (NMC, 2022)

Partnerships

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

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

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

Standard 1: The learning culture:

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

Standard 2: Educational governance and quality:

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

Standard 3: Student empowerment:

- R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
- R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and information shared at the approval visit indicate there are close and effective partnerships between the UH, PLPs, students and PUSCs. Key stakeholders confirm the new programme meets their requests and they feel their feedback has been listened to.

The UH is an established SCPHN programme provider and has long standing and effective partnerships with local PLPs. The proposed programme is co-produced with PLPs and there's regular communication between them and the programme team at an operational and strategic level. This includes regular formal meetings as well as informal channels of communication to ensure important issues are dealt with quickly. Notes from programme meetings confirm certain key curriculum decisions are discussed and made in partnership. This includes the decision to include the independent/supplementary prescribing (V300) programme as part of the SCPHN programme, as well as maintaining the structure of 50 percent theory and 50 percent practice. PLPs confirm they work collaboratively with the UH in the design and development of the new programme and they're able to input and review module content. PLPs also work closely with the UH in the recruitment and selection of students to the programme ensuring that there's a blended selection panel with members from both the PLP and the UH, with representation from PUSCs in certain instances.

Contractual agreements are in place with local PLPs, confirming at a strategic level that there are adequate resources and students are supported appropriately and have protected learning time. Representatives from all four local PLPs confirm this at the visit. The UH and PLPs meet regularly to review and evaluate ongoing

governance issues for the programme. There's a process in place to escalate student concerns and incidents in practice as well as documentary evidence of how quality assurance mechanisms are maintained through practice audit cycles and review of Care Quality Commission (CQC) ratings. This enables the programme team and PLPs to be proactive if there are issues in the practice learning environment or student concerns are identified. There's a clear and robust process for dealing with performance issues in practice and likewise a process for students escalating concerns. All parties confirm they know how these processes work and have confidence that issues will be dealt with appropriately.

There's also evidence that practice assessors and practice supervisors are engaged in programme development. At the visit they confirm they feel adequately supported in their role and have access to training and development through both the UH and their employer. This stakeholder group are involved in the planning and implementation of the UH version of the pan-London ePAD and have access to training to use this platform. At the visit they're able to confirm that they feel very involved in the co-production process and meet regularly with the programme team for meetings and training workshops.

Within the school, the UH has an active group of PUSCs referred to as 'experts by experience'. The documentary evidence includes UH policies to promote and enhance PUSC involvement. This includes information regarding their induction to the UH and the training and feedback processes that are in place.

Within the PUSC group there are representatives of the SCPHN 0-19 service, including parents, mothers, fathers, grandparents and children. This group are actively engaged in the development of the new programme and members tell us their suggestions, such as more emphasis on mental health and the role of the father, are listened to and incorporated into the new curriculum. In addition, PUSCs are involved in delivery of theory sessions and simulation for which they feel prepared. Processes are in place to receive feedback from the module leader and students after delivering sessions which has been positively received. PUSCs are engaged in recruitment and selection and some PLPs include PUSCs on the recruitment and selection panel. This is planned to be extended to all PLPs in due course. PUSCs tell us they welcome the opportunity to be involved and feel valued by the programme team. The conjoint panel recommend that the programme team consider ways to support the engagement of PUSCs in student recruitment and selection across all PLPs. (Recommendation one)

Past and present students at the visit, together with documentary evidence, confirm their contribution to the development of the new programme content and structure. Examples of how feedback is addressed within the new programme include an increased emphasis on mental health, hybrid teaching methods and less bunching of assignments, particularly for those in the January intake.

Aside from co-production, the UH operates a 'you said, we did' initiative through which feedback and suggestions can be made. Students confirm that this works

well within the SCPHN programme and that ideas are often made and feedback received. Students are positive about support and feedback within both theory and practice. Students identify that academic staff are responsive and feedback mechanisms are constructive and helpful. In addition, a member of the student cohort attends the programme committee, so students feel involved in decision making. Students are positive about their experience and tell us they feel their voice is heard. There's an implementation plan to improve student evaluation processes. Evaluation processes within practice are also in place as confirmed by PLPs and the programme team at the visit.

Students gain unbiased feedback from PUSCs within the ePAD, which students confirm is often followed up with a phone call by their practice assessor to gather more objective, contextual information.

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

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:

17 June 2019

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

- R1.6.1 programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice
- R1.6.2 programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice
- R1.7 where programmes intend to offer SCPHN and/or SPQ students admission to an NMC approved independent/supplementary (V300) prescribing programme consider recognition of prior learning that is capable of being mapped to the *Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers for applicants*, and
- R1.8 where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing qualification to SCPHN and/or SPQ students, ensure that the applicant is a registered nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry.

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

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

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

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

effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry (R1.1.2)

N/A

An SPQ programme isn't proposed.

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

YES NO

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

YES NO N/A

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

N/A

An SPQ programme isn't proposed.

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

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

MET NOT MET

R1.5 is met. Documentary evidence confirms senior oversight of the quality of practice learning and sufficient placement capacity for the proposed number of students. A supporting admissions form ensures all candidates have appropriate supervision and support before commencing the programme.

Educational placement audits are completed for all placement areas to ensure the suitability of the learning environment using the pan-London audit, which is used for all SCPHN placements. These are shared with other AEIs with students using the area. Audits include information on maximum student capacity in the placement and confirm that SCPHN practice supervisors and practice assessors

are prepared, supported and have the necessary experience for the student's field of practice. This includes SCPHN and V300 requirements. Audits include the range of experiences available for HV and SN students and adequate exposure to the multidisciplinary team. External measurements of care quality are monitored as part of the audit cycle.

PLPs and the programme team explain that the uptake for the January intake is lower than September, but it's helpful to have this entry point to improve overall recruitment onto the programme. One PLP states there may be more uptake of the January intake in the future as it will allow pre-registration nurses who graduate in September to complete the registration process prior to application to meet the requirements of the SPRP.

The requirement for protected learning time is documented within the handbook for practice assessors and practice supervisors, the programme specification and contractual agreements signed by senior PLP representatives. The assurance all students receive protected learning time is confirmed by PLP's at the visit. The programme lead and professional lead meet regularly with NHS education leads and NHS senior PLP managers to plan commissions for the following academic year and to confirm sufficient resources are in place to support students in practice. PLPs at the visit confirm these processes are in place and being used. If concerns are raised within practice an action plan involving the UH and education leads takes place. A recent training session was carried out to provide PLPs with further information regarding this process. If an application is received from an organisation outside the UH normal placement circuit, the programme lead seeks an educational audit copy if available. If not, an educational audit is conducted before the student starts the placement.

There are processes to manage risks to the safety and quality of SCPHN education including policies for raising concerns in practice. There's student facing information for all healthcare students which includes professional responsibilities, raising concerns and complaints. If students' express concerns about their experience they're advised to contact the programme lead, academic assessor or personal tutor. These processes are confirmed at the approval visit as all parties are aware of these processes and how to use them. Further clarification is also provided in relation to the processes for collating and acting on student evaluations within practice.

PLPs confirm that students complete in-house PLP training and can access pastoral support. They maintain good communication with students during their programme, through different communication channels including a student forum and student handbook. Formal processes for managing complaints and incidents, including DATIX (this isn't an acronym, but the name of a risk management information system), fitness to practise processes and tripartite meetings are discussed at the visit. Early intervention is identified as a key approach with these processes. PLPs confirm that they continue to have open and regular communication with the UH regarding these matters and they find the academic

assessor role particularly helpful. There are some challenges with meeting both UH and employment human resource processes but there's agreement that UH policies in this area are clear and easy to follow.

Students tell us that they meet regularly with their practice supervisor and practice assessor to discuss performance and progress. They also receive regular feedback both formally and informally, such as while travelling to and from patient visits. There are regular tripartite meetings held each semester with the practice supervisor/practice assessor and the academic assessor to review progress and provide support. These meetings act as key progress points within the programme which students find helpful. Practice assessors, practice supervisors and PLPs are aware of the processes to follow if a student is failing. The programme team has recently delivered a session on action planning within the workshops they provide. Reasonable adjustments are made for those with additional needs and in general, students feel well supported in practice.

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

- Processes are in place to consider recognition of prior learning that is capable of being mapped to programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice (R1.6.1)
YES NO N/A
- Processes are in place to consider recognition of prior learning that is capable of being mapped to programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice (R1.6.2)
N/A

An SPQ programme isn't proposed.

- Where programmes intend to offer SCPHN and/or SPQ students admission to an NMC approved independent/supplementary (V300) prescribing programme processes are in place to consider recognition of prior learning that is capable of being mapped to the *Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers for applicants* (R1.7)
YES NO N/A
- 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's no planned transfer of existing SCPHN students proposed. Students who interrupt their learning will meet with the programme leader on an individual basis for bespoke mapping against the SPRP and SPSCPHN on their return to study.

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

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

The SSSA are adopted for current SCPHN students.

Outcome

Is the standard met? MET NOT MET

Date: 30 January 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 2: Curriculum

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

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

- R2.1.1 all selected fields of SCPHN practice and/or SCPHN PHN practice and/or for
- R2.1.2 all selected fields of community nursing SPQ practice and/or in other specified fields of community nursing SPQ in health and social care practice
- R2.2 confirm SCPHN and/or SPQ programmes comply with the NMC *Standards for student supervision and assessment*
- R2.3 confirm SCPHN and/or community nursing SPQ programmes that include admission to NMC approved prescribing qualification comply with the NMC *Standards for prescribing programmes*
- R2.4 state routes within the programme for:
- R2.4.1 students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse
- R2.4.2 students to enter the SCPHN register for the public health nurse qualification
- R2.4.3 students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing
- R2.4.4 students to annotate their registration in community nursing SPQ practice in health and social care
- R2.5 ensure programme learning outcomes reflect the:
- R2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing
- R2.5.2 core standards of proficiency for SCPHN that are tailored to public health nursing
- R2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice
- R2.6 set out the general and professional content necessary to meet the:
- R2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,
- R2.6.2 core standards of proficiency for SCPHN public health nurse qualification
- R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care
- R2.7 set out the content necessary to meet the programme outcomes for each intended field of:
- R2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,
- R2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district

nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care

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

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

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

R2.11 ensure programmes are:

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

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

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

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

Findings against the standard and requirements

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

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

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

YES NO N/A

R2.1.1 is not met. PLPs confirm they've a stable workforce and they're confident there's adequate resource to support the programme from a SN and HV perspective. There are currently mental health and SN academic roles out to advert, with interviews planned. There's also a business plan in place for further academic recruitment. There's currently a visiting SN lecturer supporting the programme, and contingency plans are in place if they don't recruit a SN academic in time for September 2024. SN academic resource is recommended as an area for future monitoring.

This standard isn't currently met as documentary evidence and information at the visit doesn't adequately assure us that there isn't an intended fall back award for

students completing the V300 as part of the SCPHN programme. While it was clarified at the visit that a student who successfully completes the V300 module but doesn't pass the overall SCPHN programme can't exit and apply to annotate the V300 qualification with the NMC, there's a need for the programme documentation to be updated to reflect this. (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

An SPQ programme isn't proposed.

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

YES NO

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

YES NO N/A

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

There's no public health nurse route being proposed.

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

N/A

An SPQ programme isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

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

YES NO N/A

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

YES NO N/A

There's no public health nurse route being proposed.

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

N/A

An SPQ programme isn't proposed.

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

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

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

MET NOT MET N/A

R2.6.1 is met. There's evidence of a mix of core and field specific learning which is confirmed by students, practice assessors, practice supervisors, PLPs and the programme team at the visit. The programme specification includes field specific and core intended learning outcomes. This is also reflected in the module descriptors and planned content provided. The ePAD is a separate document for SN and HV and is mapped against the core and field specific SPSCPHN. The ePAD includes regular progression points to review progress in achieving all the SPSCPHN by the end of the programme. PLPs, practice assessors and practice

supervisors confirm that field specific content is contextualised within the practice learning environment.

HV and SN specific physical assessment skills are outlined for those students wishing to complete the V300 as part of their programme. This is one example of how the integrated V300 programme also contains core and field specific content.

The programme team confirm that each lecture is followed by a field specific seminar with an academic from that specific discipline to embed practical application. Assessments are all field specific as is academic supervision.

The programme team includes a mix of SN and HV professionals relative to the projected numbers of students for each field. An advert is out for an SN academic post to strengthen this element of the programme, as currently this is delivered by a visiting lecturer.

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

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

There's no public health nurse route being proposed.

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

N/A

An SPQ programme isn't proposed.

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

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

MET **NOT MET**

R2.7.1 is not met. The programme documentation evidences the content necessary to meet programme outcomes in the intended field of practice. The ePAD is mapped to the SPSCPHN and processes are in place to support students in achieving these proficiencies.

The programme is a blend of core and specific field content, confirmed at the visit by all key stakeholders. However, the documentary evidence isn't clear in relation

to how leadership outcomes are achieved for students completing the integrated V300 module, as these students don't complete the leadership module. Documentary evidence confirms how the PHAL module enables students to meet research outcomes and the programme team confirm this at the visit. They also confirm the admissions process for the integrated V300 is separate to ensure candidates have adequate leadership skills. However, leadership elements aren't currently included in the learning outcomes for the PHAL module. A condition is applied to ensure all the SPSCPHN are appropriately met within theory and practice. Leadership elements must be included within the learning outcomes of the PHAL module to meet all leadership competencies within the SPSCPHN. (Condition two)

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

N/A

An SPQ programme isn't proposed.

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

MET

NOT MET

R2.8 is met. Documentary evidence outlines the programme structure which includes 46 weeks of taught content and six weeks of annual leave. This is for the full-time route with a pro-rata programme structure for students on the part-time route. There's a balance of 50 percent theory and 50 percent practice, which is agreed with PLPs and students and confirmed at the visit. The last 10 weeks of the programme are based in practice to consolidate learning and gain experience managing a caseload. Students tell us that previously this structure was in place for the September cohort but not the January intake. Documentary evidence and confirmation from the programme team at the visit provide assurance that both September and January intakes follow the same programme structure with a 10-week block within practice at the very end of the programme.

Within practice, students are required to draw on different skills to achieve the necessary SPSCPHN by the end of the programme. This includes reflective writing, self-assessment, observation and experiential learning. This is documented within the ePAD. Alternative practice opportunities and public health days enable students to get exposure to the multidisciplinary team.

From a theory perspective, documentary evidence and discussions at the visit confirm that the SPSCPHN are met within theory as well as practice.

The programme specification outlines a range of teaching strategies that are drawn on throughout the programme. A blended learning approach is used in the programme, drawing on hybrid teaching, online learning via zoom and face to face sessions on campus. This is in response to student feedback, both current and alumni. Specific mention to the inclusion of action learning sets is identified in the documentary evidence to help students apply theory and practice. This is expanded on by the programme team during the visit, who identify that this new approach helps students reflect on their learning within practice and promote autonomous learning and problem-solving skills, all of which are needed for level seven study. Other learning strategies included are case studies within the NMH module, restorative supervision within theory and practice and flipped classroom approaches.

- 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. Resources are available to students including assistive technology, digital wellbeing services and an optional digital skills checklist module. Hybrid methods of teaching are in place following recent investment in this area, to enable students in the classroom to communicate with students online. At the visit the senior management team state that the use of hybrid learning is helping to reduce the attainment gap. Previous and current students identify their preference for this style of teaching as it provides flexibility. A blended learning approach is proposed, drawing on both synchronous and asynchronous learning. The programme team confirm this, identifying key content where students are required to be on campus such as the induction and safeguarding module to optimise their learning. Digital training for staff is included as part of annual appraisals.

How simulation is embedded is explored at the visit. The UH are currently updating their simulation facilities which are due to be ready in time for students starting in September 2024. This includes community spaces for students to practice communication skills such as managing difficult conversations. There are also plans to include PUSCs in these sessions, particularly scenarios within the NMH module.

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

Currently the programme documentation doesn't accurately reflect that a student can't be awarded the V300 qualification as a fall back exit award from the SCPHN programme. This doesn't therefore comply with all NMC requirements. (Condition one)

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

It's clarified at the visit that a student can't be awarded the V300 qualification as a fall back exit award from the SCPHN programme, even if they successfully complete the V300 module. The programme documentation doesn't currently reflect this.

Condition one: The programme team must explicitly state in the programme documentation that the V300 prescribing qualification isn't a fall back exit award from the SCPHN programme. (SFNME R2.1; SPRP R2.1.1) (NMC and university condition)

The documentary evidence doesn't currently demonstrate how students who choose to study the integrated V300 module, rather than the leadership module, will meet all leadership competencies within the SPSCPHN. Leadership elements must be included within the learning outcomes of the PHAL module to meet all leadership competencies within the SPSCPHN.

Condition two: The programme team must strengthen leadership aspects in the PHAL module, evidenced through the inclusion of specific learning outcome, to make explicit that all students, including those on the V300 route, will appropriately

cover leadership principles within the programme. (SPRP R2.7.1) (NMC and university condition)

Date: 30 January 2024

Post event review

Identify how the condition(s) is met:

Condition one: The programme specification explicitly states that the V300 prescribing qualification isn't a fall back exit award from the SCPHN programme. This information is also clearly stated within the programme handbook, which is a student facing document.

Condition one is met.

Evidence:

Programme specification SCPHN new template, undated

Programme handbook SCPHN and non-medical prescribing version two, undated

Condition two: The programme team provide an amended PHAL module that includes a specific learning outcome on leadership principles. Documentary evidence includes an additional mapping document to sphere F of the SPSCPHN. This demonstrates how all sphere F outcomes are met for all students, including those students on the V300 route who won't be completing the leading innovation in community healthcare module.

Condition two is met.

Evidence:

Amended PHAL definitive module document (DMD), 11 March 2024

Complex contemporary issues in safeguarding children DMD, 13 March 2024

Exploring the development of children and young people DMD, 13 March 2024

Leading innovation in community health care DMD, 15 March 2024

Nurturing mental health and family well-being DMD, 13 March 2024

Standards of proficiency for those not taking the leading innovation in community healthcare module, undated

Date condition(s) met: 18 March 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. The programme specification outlines the requirements needed in relation to appropriately qualified practice supervisors and practice assessors, for students joining via all routes, including non-NHS and self-funded candidates. There's a supporting admissions form for both the SCPHN and V300 programme to ensure adequate supervision and assessment is in place for students before commencing on the programme. The programme has a practice orientation week and PLPs confirm at the visit that as employee's students must complete all staff mandatory training requirements. There's a programme committee meeting each semester, which students are invited to. One student at the visit confirms involvement in this process, which helps the student voice to be heard.

The programme lead aids non-NHS, self-employed or self-funded applicants in securing an appropriate SCPHN practice placement, ensuring that designated practice supervisors and practice assessors are available to support the student. Joint interviews involve both the supporting organisation and the UH, with an honorary contract established for the programme's duration. PLPs confirm that processes are the same for all students no matter which route they enter the programme to ensure equity. Pre-employment checks are supported by the designated PLP jointly with the UH.

- 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. The UH is an established SCPHN programme provider and has long standing and effective partnerships with local PLPs. Contractual agreements are in place, confirming at a strategic level that there are adequate resources and students are supported appropriately within practice. This is confirmed at the visit by PLPs. The UH and PLPs meet regularly to review and evaluate ongoing governance issues for the programme. There's a process in place to escalate student concerns and incidents in practice as well as documentary evidence of how quality assurance mechanisms are maintained through practice audit cycles and review of CQC inspection ratings.

At the visit practice assessors and practice supervisors confirm they feel adequately supported in their role and have access to training and development. At the visit they're able to confirm they meet regularly with the programme team for meeting and training workshops.

The SSSA are adhered to within the ePAD which includes evidence of key points throughout the programme where practice assessor, practice supervisor,

academic assessor and the student meet to monitor progress. PLPs, practice assessors, practice supervisors and students report that the tripartite meetings work well and there are clear communication channels between the UH and PLP.

There's a practice induction week to help orientate students. The UH, practice assessors and practice supervisors deliver a joint session within induction to outline professional expectations. This is an example of how the UH works with PLPs to optimise the practice learning experience for students.

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. Commitment statements are provided from four local PLPs, confirming there's adequate resource from a practice learning perspective. This is further assured through discussion at the visit. Students are allocated a field specific practice placement with a suitably qualified practice supervisor, practice assessor and academic assessor from their chosen field of practice (HV/SN). The pan-London ePAD is specific for HV and SN students and is mapped to the core and field specific SPSCPHN. The ePAD is used to monitor and support student progression within practice throughout the programme. There's a learning agreement which is signed off at the start of placement, an opportunity to acknowledge student strengths and weaknesses, a record of a minimum of three tripartite meetings spread across the year, monthly review meetings with practice supervisors/practice assessors, as well as a record of alternative practice and public health opportunities.

Processes are in place for students to make up any missed practice hours which is arranged with their practice assessor. There's also a clear action planning process outlined within the ePAD and practice assessor and practice supervisor handbook. PLPs, practice supervisors and practice assessors confirm these processes and that the UH has recently provided training on this to upskill PLPs.

If students don't meet the required SPSCPHN within the ePAD there's an opportunity to retrieve this assessment. Second attempts for all theory and practice assessments are included within documentation related to assessment.

- SCPHN public health nurse (R3.3.2)

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

There's no public health nurse route being proposed.

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

N/A

An SPQ programme isn’t proposed.

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

N/A

An SPQ programme isn’t proposed.

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

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

YES NO

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

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

MET NOT MET

R3.5 is met. The programme team, practice supervisors and practice assessors at the approval visit confirm that processes are in place to ensure student’s individual learning needs and personal circumstances are considered when practice learning is allocated. Students are encouraged to discuss any requirements with their practice assessor at the beginning of each placement. The programme team deliver training to practice assessors and practice supervisors, including a recent session on supporting neurodiverse students within practice.

The UH has the facility for onsite occupational health assessment which students are alerted to during their induction week. There are also wellbeing and disability services available through the UH.

Although no students present at the visit report having reasonable adjustments, they confirm support is in place. They confirm reasonable adjustment processes are explained during induction week and they tell us there’s good support in both theory and practice if students are struggling.

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. There's a clear progression from the start to end of the programme, starting with more core fundamental theoretical learning such as an understanding of public health priorities and child development, leading onto more complex themes such as safeguarding and leadership skills. As practice is interwoven with theory throughout the programme this enables students to link theory to practice and build on their specialist knowledge over time.

The ePAD is mapped to the SPSCPHN and processes are in place to support students in achieving these proficiencies. The SPSCPHN are also mapped to the theoretical components of the programme.

Academic skills are embedded within the programme, which is confirmed within the documentary evidence and at the visit. There's an assessment during induction week to provide feedback on students' academic writing and to signpost to academic support at the very start of the programme. PLP's report that the preparatory module for community staff nurses continues to be an effective way of growing their workforce and adequately preparing candidates for the SCPHN programme and level seven study.

There's a 10-week practice block at the end of the programme for all cohorts (January and September, full and pro rata part-time) to allow students time to consolidate their learning and take on their own caseload. Students at the visit identify this as an important stage of their learning.

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

An SPQ programme isn't proposed.

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

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

	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 30 January 2024		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

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. There's evidence of a positive learning culture in theory and in practice, which is confirmed by all key stakeholders at the visit. The SSSA are already in place with the current programme and no concerns are raised within the documentation or at the visit in relation to this.

Governance frameworks are in place including the placement audit process and PLP commitment statements. PLPs, practice assessors and practice supervisors confirm that reasonable adjustments are in place within the practice setting if students require this. There are also regular review meetings as well as more formal tripartite meetings at least every term to provide regular feedback to students. PLPs, practice assessors and practice supervisors confirm that the ePAD with UH additions is developed in discussion with PLPs, practice assessors and practice supervisors.

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

MET **NOT MET**

R4.2 is met. Documentary evidence and meetings at the visit confirm that there's regular and ongoing communication with PLPs about the preparation, education, training, ongoing learning and support required by practice supervisors and practice assessors to effectively support students. PLPs work closely with the UH to ensure that there are enough adequately trained practice assessors and practice supervisors for the number of students. The supporting admissions form is used as documentary proof that the student is adequately supported in practice by appropriately trained professionals and is given protected learning time. The role and responsibilities of the practice assessor and practice supervisor are defined in the practice assessor and practice supervisor handbook. The PLP educational lead and UH programme lead meet to allocate students to appropriate practice assessors and practice supervisors, to ensure that they meet the SSSA. Training needs for practice assessors and practice supervisors are identified by the employer at annual appraisals.

Documentary evidence outlines the allocation and training processes for academic assessors, which are managed by UH line managers. New academic assessors are mentored for the first year of their role and complete online training for the

ePAD as well as UH workshops. There are sessions planned, facilitated by the programme lead, to equip practice supervisors and practice assessors for the ePAD and SPSCPHN.

Practice assessors and practice supervisors tell us they're well supported and have sufficient opportunities for their ongoing development. Students also confirm that they've regular contact with their practice assessor, practice supervisor and academic assessor and that they receive adequate practice support during their programme. They also report that the programme allows for regular feedback and extra meetings where needed to promote progression and attainment. Students like the structure of the tripartite meetings at key intervals throughout the programme as an opportunity to gain feedback and identify areas for development from both academic and practice staff.

- 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 not met. Students tell us that they're allocated to SCPHN practice supervisors and practice assessors in addition to an academic assessor with whom they've tripartite meetings once each semester. In addition, there are regular opportunities for ongoing feedback and evaluation. Formal progress is monitored via completion of the ePAD. Practice assessors and practice supervisors tell us they're well supported by the UH in their role and they've been actively part of the co-production of the new programme. UH workshops are on-going to prepare practice supervisors and practice assessors for delivery of the SPSCPHN and to familiarise them with the new programme. PLPs, practice supervisors, practice assessors and the programme team confirm and verify that the SSSA are currently in place and are being met.

However, assurance isn't gained that the SSSA are adequately met for students completing the V300 programme route. The documentary evidence includes commitment statements from PLPs indicating there are adequate resources to support students completing the integrated V300 in practice. However, this isn't confirmed at the visit. Senior PLP representatives state that allocating appropriate practice assessors and practice supervisors with the required expertise in prescribing is a challenge. There's a consensus from senior PLPs, practice assessors and practice supervisors that they're not ready for this currently. The programme team acknowledge the work that's required to upskill the workforce to support prospective students completing the integrated V300 module. In light of this they don't anticipate any students commencing this route in September 2024. However, documentary evidence is required to reflect how the programme team will work with PLPs to ensure appropriate practice supervisors and practice assessors are available to support students choosing the V300 route within the context of SCPHN education. (Condition three)

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. The practice assessor role and the necessary experience for this role is outlined in the practice assessor and practice supervisor handbook, ePAD and programme specification. The qualifications and experience needed for prescribing practice assessors are included within the documentary evidence. Documentation is in place to ensure appropriate supervision and assessment can be assured at the start of the programme for both the SCPHN and V300 programme (via the supporting admissions form). There are also clear processes in place for students accessing the programme through different routes, such as those who are self-funding and non-NHS funded students.

The programme specification outlines various governance processes, which includes students securing an honorary contract with a PLP to ensure they've an appropriately trained practice assessor and practice supervisor. Non-NHS and self-

funded applications are managed by the programme lead to ensure all appropriate checks are in place. There's a practice handbook and designated prescribing practitioner (DPP) handbook for practice assessors to use and the UH run workshops for new and current practice assessors to orientate them to the SPSCPHN and new programme.

- 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. It's clear within core programme documentation (primarily the programme specification) that students must have a separate practice supervisor and practice assessor. This is also documented within the ePAD. Any deviation from this would need to be discussed and agreed with the programme leader.

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**

There's no public health nurse route being proposed.

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

N/A

An SPQ programme isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

YES NO

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

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

YES NO N/A

- SCPHN public health nurse practice (R4.9.2)

YES NO N/A

There's no public health nurse route being 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

An SPQ programme isn't proposed.

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

N/A

An 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

Currently there are insufficient practice supervisors and practice assessors with the relevant prescribing qualification to support students to complete the V300 component of the programme. Therefore, not all NMC standards and requirements for education and training are met. (Condition three)

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 <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/>
<p>PLPs, practice supervisors and practice assessors indicate that there are insufficient resources to appropriately support students undertaking the V300 as part of the SCPHN programme. Currently there doesn't appear to be sufficient practice supervisors or practice assessors with the relevant prescribing qualification to provide practice support for students to complete the V300 component of the programme or contextualise their prior V300 qualification to SCPHN practice.</p> <p>Condition three: The programme team must provide a plan to evidence how they'll work with PLPs to ensure the availability of appropriate practice supervisors and practice assessors with a prescribing qualification to support students on the V300 route within the context of SCPHN education. (SFNME R4.1; SPRP R4.3) (NMC and university condition)</p> <p>Date: 30 January 2024</p>	
Post event review	
Identify how the condition(s) is met:	
<p>Condition three: There's an implementation plan to increase the number of appropriately trained and experienced practice assessors and practice supervisors to support students completing the integrated V300 route within the context of SCPHN education.</p> <p>Condition three is met.</p> <p>Evidence: Developing the workforce for V300 action plan, undated</p>	
Date condition(s) met: 18 March 2024	
Revised outcome after condition(s) met:	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>

Standard 5: Qualification to be awarded
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R5.1 ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters' level</p> <p>R5.2 inform the student that the SCPHN award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered</p>

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

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

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

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

Findings against the standards and requirements

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

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

An SPQ programme isn't proposed.

- Processes are in place to inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved

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

YES NO N/A

- 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 are no fall back awards with registration as a SCPHN.

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 30 January 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 (induction booklet)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input type="checkbox"/>	<input checked="" 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 (EE report)	<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"/>
If you stated no above, please provide the reason and mitigation:		
The UH don't provide a separate induction booklet and practice learning environment handbook. This information is incorporated into the student handbook and is also available on the UH virtual learning platform.		
There's no apprenticeship route proposed.		
List additional documentation:		
Evidence to meet conditions: Programme specification SCPHN new template, undated Programme handbook SCPHN and non-medical prescribing version two, undated Amended PHAL DMD, 11 March 2024 Complex contemporary issues in safeguarding children DMD, 13 March 2024 Exploring the development of children and young people DMD, 13 March 2024 Leading innovation in community health care DMD, 15 March 2024 Nurturing mental health and family well-being DMD, 13 March 2024 Standards of proficiency for those not taking the leading innovation in community healthcare module, undated Developing the workforce for V300 action plan, undated		
Additional comments:		
None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If yes, please identify cohort year/programme of study:
Six students who have just finished the programme and previous students (2022 and 2023).

People who use services and carers

If you stated no above, please provide the reason and mitigation:

There's no apprenticeship route proposed.

Additional comments:

None identified.

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, system regulator reports list: Basildon University Hospital, CQC inspection report, 27 October 2023 Bedfordshire Hospitals NHS Foundation Trust, CQC inspection report, 16 December 2022 Hertfordshire Partnership University NHS Foundation Trust, CQC inspection report, 15 May 2019 Mid and South Essex NHS Foundation Trust, CQC inspection report, 23 December 2022 London North West University Healthcare NHS Trust, CQC inspection report, 20 May 2022 Potters Bar Clinic, CQC inspection report, 21 September 2023 The Princess Alexandra Hospital, CQC inspection report, 16 June 2023 Barking, Havering and Redbridge University Hospitals NHS Trust, CQC inspection report, 10 February 2023 St Luke's Hospice Kenton Grange Hospice Harrow and Brent, CQC inspection report, 16 June 2022 The Princess Alexandra Hospital NHS Trust, CQC inspection report, 17 November 2021 Watford General Hospital, CQC inspection report, 22 December 2021 West Hertfordshire Hospitals NHS Trust, CQC inspection report, 17 June 2020		
If you stated no above, please provide the reason and mitigation:		

The UH is an established AEI and there's no requirement to view resources as part of this approval visit.

Additional comments:

None identified.

Mott MacDonald Group Disclaimer

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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):	Miriam Davies Nick Davies	Date:	6 February 2024
Checked by:	Ian Felstead-Watts	Date:	12 February 2024
Submitted by:	Leeann Greer	Date:	3 April 2024
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