

Programme approval report

Section one

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

	<p>Community nurse specialist practice (NMC 2022) apprenticeship:</p> <p>Community children's nursing apprenticeship <input type="checkbox"/></p> <p>Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Community learning disabilities nursing apprenticeship <input type="checkbox"/></p> <p>Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Community mental health nursing apprenticeship <input type="checkbox"/></p> <p>Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>District nursing apprenticeship <input type="checkbox"/></p> <p>District nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>General practice nursing apprenticeship <input type="checkbox"/></p> <p>General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Health and social care nursing apprenticeship <input type="checkbox"/></p> <p>Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p>
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Title of programme(s):	Post-Graduate Diploma in Community Nursing (SPQ District Nursing)
Academic levels:	
SPQ Community children's nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community learning disabilities nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community mental health nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ District nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11

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

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

SPQ Health and social care nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
Date of approval visit:	12 June 2024
Programme start date:	
SPQ Community children's nursing	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community learning disabilities nursing	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community mental health nursing	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	
SPQ District nursing	20 January 2025
SPQ District nursing with integrated independent and supplementary prescribing (V300)	
SPQ General practice nursing	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	
SPQ Health and social care nursing	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community children's nursing apprenticeship	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	

SPQ Community learning disabilities nursing apprenticeship	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community mental health nursing apprenticeship	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ District nursing apprenticeship	
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ General practice nursing apprenticeship	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Health and social care nursing apprenticeship	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Kirsty Marshall Lay Visitor: Clementina Aina

Section two

Summary of review and findings

The University of Hull (UoH) is an established Nursing and Midwifery Council (NMC) approved education institution (AEI) who are experienced in the delivery of NMC post-registration programmes. The UoH present for approval a postgraduate diploma (PG Dip), specialist practice qualification (SPQ) in district nursing (DN). The academic level seven, 120-credit programme is delivered full time only over 52 weeks and three semesters. The expected cohort is 25 students commencing 20 January 2025. The programme is delivered at the Cottingham road campus.

The programme is offered to non-NHS, self-employed and self-funded applicants although there's limited evidence supporting how this will be managed for non-NHS applicants and what governance processes are in place. Integrated independent and supplementary prescribing (V300) isn't included. Practice learning partners (PLPs) tell us that they feel the programme should focus on the core skills and knowledge required for DN practice and that they have resources in place to support nurses to gain the V300 outside of the SPQ programme.

The programme learning outcomes are developed to meet the Standards of proficiency for community specialist practice qualifications (SPCNSPQ) (NMC, 2022), the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023) and UoH programme requirements. The programme is designed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and the Standards for student supervision and assessment (SSSA) (NMC, 2018 updated 2023).

Documentary evidence and the approval visit confirm that the programme team are appropriately qualified and experienced for programme delivery. Academic staff have SPQ DN or are specialist in other fields of nursing and have teaching qualifications. The senior AEI team confirm there are a number of SPQ qualified staff across the school who are available to support the programme team if needed.

Evidence is provided and confirmed at the visit that there's effective collaborative working across the programme with stakeholders, including people who use services and carers (PUSCs), students and PLPs. Evidence is provided of support and feedback from an appropriately qualified external examiner. All stakeholders confirm their involvement in consultation meetings and discussions about the proposed programme.

Documentary evidence demonstrates that students are well supported and can provide and receive feedback in theory and practice based learning. Students can access support through one-to-one meetings and targeted support is available if students require an increased level of support. There are processes in place within

PLPs and the UoH to manage student concerns and students can access information via the virtual learning environment (VLE) to support this process.

Documentary evidence and the approval visit confirm that the UoH and PLPs work in partnership to ensure that practice learning governance processes are in place to monitor placement capacity and adherence to the SSSA. There are current partnership agreements in place. The UoH will use the DN SPQ practice assessment document (PAD) that's developed nationally by the association of DN and community nurse educators (ADNE) and is previously approved. The PAD is contextualised to the proposed SPQ programme.

The UoH's senior management team, PLPs and programme team confirm at the visit that there's a collaborative process in place to address any concerns identified through system regulator reporting, including adverse Care Quality Commission (CQC) reports. The UoH and PLPs tell us that if this situation arises, they work closely together to ensure students receive support and guidance and improvements are sought.

The UoH senior team tell us of their planned activity to support the diversification of the DN profession and how they monitor award gaps and recruitment. Currently, there is monitoring at school level with no issues identified that impact the programme. There are plans to increase this monitoring at programme level. The senior team tell us they are reviewing marketing of the programme to promote DN as an attractive and inclusive career pathway.

The visit is undertaken remotely.

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

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

The programme is recommended for approval subject to one NMC condition. Two NMC recommendations are made.

Updated 17 July 2024:

Evidence is provided to meet the NMC condition.

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: Condition One: Provide a clear process and related documentation in partnership with PLPs that demonstrates the opportunities, arrangements and governance structures that are in place to support non-NHS, self-employed and self-funded students' application to the programme and in practice learning environments. (SFNME R2.3; SPRP R1.4, R3.1)</p> <p>Selection, admission and progression: None identified.</p> <p>Practice learning: None identified.</p> <p>Assessment, fitness for practice and award: None identified.</p> <p>Education governance: management and quality assurance: None identified.</p>
Date condition(s) to be met:	17 July 2024
Recommendations to enhance the programme delivery:	<p>Recommendation one: Consider the development of further technology-enhanced and simulated learning opportunities within the programme. (SFNME R3.4; SPRP R2.9)</p> <p>Recommendation two: Consider strengthening processes to access, monitor and act on equality, diversity and inclusion (EDI) data at programme level, including those that support diversification of the DN</p>

	workforce and students from a range of backgrounds to succeed on the programme. (SFNME R1.11, R2.1)
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>Further documentary evidence provides a detailed approach to recruitment and management of students who are self-employed or self-funded.</p> <p>There is a clear recruitment process including a timeline on when activities will be conducted and limitations on recruitment in smaller organisations. There is a clear governance structure which demonstrates how new PLPs will be supported including assurance of SSSA.</p> <p>There is a clear process for allocation of practice supervisors and practice assessors including capacity building with new providers.</p> <p>Condition one is met.</p>	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	Correction to the programme delivery location.
Final recommendation made to NMC:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	17 July 2024

Section three

NMC Programme standards
Please refer to NMC standards reference points: Standards for post-registration education programmes (NMC 2022, updated 2023)

NMC Programme standards

[Standards of proficiency for community nursing specialist practice qualifications](#) (NMC, 2022)

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

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

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

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

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

Partnerships

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

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

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

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

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

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

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Programme documentation and meetings with stakeholders during the approval visit provide evidence that the UoH works in partnership with PLPs to ensure that the SPQ DN workforce are prepared to meet the needs of the local population. The PLPs tell us they have a close working relationship with the programme team and that they attend curriculum engagement meetings. Changes are made as a result of their feedback, for example the decision to proceed with a non-apprenticeship route only and not include the V300. The PLPs tell us they may consider the apprenticeship route in the future, however they wish to focus on implementing programme changes such as protected learning time and implementation of the new standards.

The UoH and PLPs work collaboratively to ensure an effective recruitment and selection process is in place. There's documentary evidence of governance structures in place to support NHS applicants. Shortlisting of potential students is conducted in partnership between the PLP and UoH. At the visit PUSC

representatives confirm their involvement in the selection process and are able to participate in interviews. PUSCs are involved in the objective structured clinical examination assessment and they tell us their contributions are meaningful and valued. They complete mandatory training before undertaking roles at the UoH. This includes EDI, information sharing and values-based recruitment. PUSCs tell us there are regular opportunities to contribute to the curriculum and their views about the proposed programme are sought.

At the visit, we are unable to gain full assurance that the recruitment and support processes for self-employed and self-funded students meet the required standards. The programme and senior management teams tell us there are current discussions with PLPs and they're committed to working in partnership to develop processes for self-funded and self-employed students, however these aren't yet established. The programme team must therefore provide a clear process and related documentation in partnership with their PLPs that demonstrates the opportunities, arrangements and governance structures that are in place to support non-NHS, self-employed and self-funded students' application to the programme and in practice learning environments. (Condition one)

Programme documentation and the visit confirm that the UoH complies with the SSSA and works in partnership with practice assessors, practice supervisors and PLPs to provide training and biannual study days to ensure all practitioners remain up to date. The UoH has a practice assessor and practice supervisor handbook, that provides current information on the programme, NMC standards and support and management of students. The VLE contains important information for students about their programme and replaces a traditional student handbook. The PAD provides opportunities for practice assessors and supervisors to provide feedback to the student and support their progression. Students tell us they find tripartite meetings useful, supportive and that practice assessors and practice supervisors provide timely feedback that enables them to develop. They feel confident to discuss progress and raise any issues. There's a nominated person for each practice setting to actively support students and address any concerns. This may be an education lead, placement learning facilitator or line manager. Additional support is provided by the relevant link lecturer.

Students tell us there are established systems of communication in place and the programme team actively gathers student feedback, for example via placement evaluations. There are established UoH and PLP systems in place to address issues and escalate as required. A designated lecturer follows up on any concerns raised by students which ensures they're promptly addressed and resolved.

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

At the visit, we're unable to gain full assurance that the recruitment and support processes for self-employed, non-NHS and self-funded students meet the required standards. The programme and senior management teams tell us there are current discussions with PLPs and they're committed to working in partnership to develop processes for self-funded and self-employed students, however these aren't yet established.

Condition one: The programme team must provide a clear process and related documentation in partnership with their PLPs that demonstrates the opportunities, arrangements and governance structures that are in place to support non-NHS, self-employed and self-funded students' application to the programme and in practice learning environments. (SFNME R2.3; SPRP R1.4, R3.1)

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

MET NOT MET

Post Event Review

Identify how the condition is met:

Condition one: The UoH have provided additional information on the recruitment process for self-funded, non-NHS and self-employed nurses. The document clearly explains how self-employed, non-NHS and self-funded students can be recruited on to the programme. There is a timeline for recruitment activities throughout the year. Condition one is met.

Evidence:

University of Hull community programmes recruitment strategy, undated.

Date condition(s) met:

17 July 2024

Revised outcome after condition(s) met:

MET NOT MET

Independent/Supplementary Prescriber (V300)

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

Optional Compulsory N/A

A V300 programme isn't proposed.

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

YES NO

OR

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

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

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

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

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

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

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

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

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

YES NO N/A

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

YES NO

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

R1.4 isn't met. The UoH and PLPs work collaboratively to ensure an effective recruitment and selection process is in place. There's documentary evidence of governance structures in place to support NHS applicants. However, we are unable to gain full assurance that the recruitment and support processes for self-employed and self-funded students meet the required standards. The programme and senior management teams tell us there are current discussions with PLPs and they're committed to working in partnership to develop processes for self-funded and self-employed students, however these aren't yet established. The programme team must therefore provide a clear process and related documentation in partnership with their PLPs that demonstrates the opportunities, arrangements and governance structures that are in place to support non-NHS, self-employed and self-funded students' application to the programme and in practice learning environments. (Condition one)

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. Practice assessors and practice supervisors tell us they're supported by their employers to ensure protected learning time for students and maintain supernumerary status. There's time allocated for student supervision and assessment and to attend training and meetings. At the visit, the students tell us that academic assessors and tutors are committed to supporting the student's protected learning time which supports an effective work-life balance.

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

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

R1.6.2 is met. Recognition of prior learning (RPL) is considered on an individual basis and discussed at the recruitment stage. For example, a student could claim RPL for the supporting adults with long term conditions module if this has already been completed as a standalone continuing professional development module. The programme team tell us at the visit that there's no planned process at this stage in the current programme for legacy students to transition to the new programme. However, in exceptional circumstances, they would consider use of the RPL process to determine how students can be mapped to the new standards and PAD if the student is studying at level seven. This option would not be available to students studying at level six.

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

YES NO N/A

The V300 programme isn't proposed.

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

YES NO N/A

The V300 programme isn't proposed.

Proposed transfer of current students to the programme under review

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

There are no students who require transfer to the new programme. If students on the current programme subsequently require transfer, for example if they interrupt their studies or take a break in learning, they will be supported through the RPL process to rejoin the new programme.

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

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

The SSSA is implemented across all UoH NMC programmes and therefore there are no students who require transfer.

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

YES NO

Outcome

Is the standard met? MET NOT MET

At the visit, we're unable to gain full assurance that the recruitment and support processes for self-employed and self-funded students meet the required standards. The programme and senior management teams tell us there are current discussions with PLPs and they're committed to working in partnership to develop processes for self-funded and self-employed students, however these aren't yet established.

Condition one: Provide a clear process and related documentation in partnership with PLPs that demonstrates the opportunities, arrangements and governance structures that are in place to support non-NHS, self-employed and self-funded students' application to the programme and in practice learning environments. (SFNME R2.3; SPRP R1.4, R3.1)

Date: 12 June 2024

Post event review

Identify how the condition(s) is met:

Condition one: The UoH have provided additional information on the recruitment process for self-funded, non-NHS and self-employed nurses. The document clearly explains how self-employed and self-funded students can be recruited on to the programme. There is a timeline of recruitment activities throughout the year.

Condition one is met.

Evidence:

University of Hull community programmes recruitment strategy, undated.

Date condition(s) met:

17 July 2024

Revised outcome after condition(s) met:

MET

NOT MET

Standard 2: Curriculum

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

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

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

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

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

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

R2.4 state routes within the programme for:

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

- R2.4.2 students to enter the SCPHN register for the public health nurse qualification
- R2.4.3 students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing
- R2.4.4 students to annotate their registration in community nursing SPQ practice in health and social care
- R2.5 ensure programme learning outcomes reflect the:
 - R2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing
 - R2.5.2 core standards of proficiency for SCPHN that are tailored to public health nursing
 - R2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice
- R2.6 set out the general and professional content necessary to meet the:
 - R2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,
 - RR2.6.2 core standards of proficiency for SCPHN public health nurse qualification
 - R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care
- R2.7 set out the content necessary to meet the programme outcomes for each intended field of:
 - R2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,
 - R2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care
- R2.8 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies
- R2.9 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment
- R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and
- R2.11 ensure programmes are:

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

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

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

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

Findings against the standard and requirements

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

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

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

A SCPHN programme isn't proposed.

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

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

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

A V300 programme isn't proposed.

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

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

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

MET NOT MET

R2.6.3 is met. The programme aligns with the SPCNSPQ and ensures practice learning opportunities are available for students to achieve them. The UoH provides module mapping documents to demonstrate how each module aligns with the proficiencies.

The UoH uses the ADNE PAD, a comprehensive tool for students to evidence their achievement of the SPCNSPQ by the end of the programme. The PAD context document clearly outlines proficiency requirements and their integration into the programme. Assessment of proficiency achievement in practice is conducted by the student's designated practice assessor, ensuring alignment with the programme's objectives. At the visit, practice assessors, practice supervisors and PLPs tell us there's effective communication with the UoH, including regular meetings to discuss NMC requirements, within scheduled multi-stakeholder groups. Students support this approach and tell us that there are opportunities for them to participate.

Assessment of proficiencies in practice follows an incremental framework of participation, contribution and demonstration, allowing students to demonstrate their increasing knowledge and skills as they progress through the programme. This is captured and recorded within the PAD. Tripartite meetings monitor student progression through the programme, including setting future goals and learning plans. The programme examinations board at the end of the programme assesses the student's suitability for award and confirms overall proficiency. Once this is confirmed, students are advised that they are eligible to apply to the NMC for annotation of their SPQ DN.

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

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

N/A

A SCPHN programme isn't proposed.

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

MET NOT MET

R2.7.2 is met. The programme has clear aims and objectives which aim to develop students' critical thinking, independence skills and confidence as professionals and leaders. During induction, students are provided with information about the programme expectations, for example mandatory attendance for all theory and practice-based learning sessions.

Students are directed to resources on the VLE and encouraged to utilise information and communication technology to access resources supporting evidence-based practice. These approaches aim to support the student to develop level seven skills and be empowered to take responsibility for their own learning. Individual and group tutorials support students to complete written assignments.

The UoH programme team tell us they follow an inclusive approach to learning and teaching and provide opportunities for IPL. For example, in the research methods for evidence-based specialist community nursing and leadership in specialist community nursing practice modules which are taught alongside SCPHN students. There are discipline-specific workshops and seminars within these modules to ensure relevance and application of theory to practice that focuses on DN SPQ practice. The modules incorporate simulated practice, offering invaluable experiential learning opportunities that promote critical thinking at a higher level. Students tell us they are encouraged to learn from other disciplines and

professions in practice and theory and this supports their understanding of their DN role. Practice assessors and practice supervisors tell us there's a wide opportunity for students to attend other placements and this is encouraged. For example, spending time with tissue viability and palliative care nurses or social workers.

- 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. There's evidence that the programme provides a balance of theory and practice learning opportunities. A programme calendar is provided to students and PLPs that illustrates the whole year of study. Other than consolidated practice, students complete one day in university and four days in practice. Students tell us that they feel the theory and practice are well balanced and that they can apply theory-based learning to their practice.

Teaching and learning strategies include lectures delivered by academic staff and researchers within the school and wider faculty, both in-person and via recorded videos. Seminars and workshops, featuring group activities and scenarios offer opportunities for students to integrate theory and practice-based learning and to explore how research can be applied to enhance DN practice.

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

MET **NOT MET**

R2.9 is met. Documentary evidence and the visit provide examples of how simulation-based learning is integrated into all modules. This is achieved through afternoon workshops and seminars that are scheduled three times per semester. The UoH programme team and PLPs tell us there's PLP engagement and simulated learning includes PUSC feedback. The programme team tell us that teaching and learning strategies ensure there are varied opportunities for students to use different technologies. These include those used in simulated practice, use of a VLE for teaching and learning activities and use of digital tools within practice environments.

The documentary evidence and visit confirm that the UoH's technology and learning enhancement team work closely with the programme team and students to embed digital skills development. For example, there's training and support with the VLE and PebblePad in induction week. Although there are some examples of technology-enhanced and simulated learning opportunities, the programme team are recommended to consider the development of further technology-enhanced

and simulated learning opportunities within the programme. (Recommendation one)

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

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

The programme isn't delivered in Wales.

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

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

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

Outcome

Is the standard met? MET NOT MET

Date: 12 June 2024

Post event review

Identify how the condition(s) is met:
N/A

Date condition(s) met:
N/A

Revised outcome after condition(s) met: MET NOT MET
N/A

Standard 3: Practice learning

Approved education institutions must:

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

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

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

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

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

MET

NOT MET

R3.1 isn't met. Documentary evidence highlights governance arrangements in place for practice learning for NHS applicants. The UoH states that governance is assured through effective strategic and operational partnership working with PLPs. However, we're unable to gain full assurance that arrangements and processes to support practice learning for self-employed and self-funded students meet the required standards. The programme and senior management teams tell us there are current discussions with PLPs and they're committed to working in partnership to develop processes for self-funded and self-employed students, however these aren't yet established. The programme team must therefore provide a clear process and related documentation in partnership with their PLPs that demonstrates the opportunities, arrangements and governance structures that are in place to support non-NHS, self-employed and self-funded students' application to the programme and in practice learning environments. (Condition one)

The programme is designed so that students will have opportunities to achieve the SPCNSPQ in line with the SSSA. During each trimester, students have a tripartite meeting with their practice supervisor, practice assessor and academic assessor to review progress which is recorded in the PAD, together with achievement of the proficiencies. The PAD is utilised as an online e-portfolio supported by the PebblePad platform.

Each PLP signs a placement charter that provides information for students and sets out the expectations, rights, roles and responsibilities of learners, the school and PLPs. There's evidence of how the SSSA are applied in practice learning environments and quality assured to ensure that they continue to provide appropriate practice learning opportunities for students.

- 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. There's a practice partners education forum that meets monthly at the UoH and considers issues relating to the quality assurance and enhancement of practice learning environments, as well as considering the compliance of practice learning environments with the SSSA. There's a programme management and advisory group meeting, hosted by the UoH each trimester. This provides the opportunity for the teaching team to meet with student group representatives and

PLPs to discuss issues relating to learning and teaching and to resolve any issues through agreed actions.

The UoH has a programme level strategy for the support of practice assessors and practice supervisors and PLPs have responsibility for ensuring that staff are prepared in line with it. The programme team monitor compliance using the practice assessor and practice supervisor details form which is completed prior to undertaking the roles. The programme team confirm with PLPs that each student is allocated a suitable practice assessor and practice supervisor before the start of the programme.

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

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

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

N/A

A SCPHN programme isn't proposed.

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

MET NOT MET N/A

R3.3.3 is met. The programme has a balance of practice and theory-based learning during which students have opportunities to achieve the SPCNSPQ. There's a period of consolidated practice in the final trimester which comprises a 57-day period of continuous practice learning. Documentary evidence and PLPs at the visit confirm that the length of the final practice module and time in placement is designed in collaboration with them. They suggest that students spend a minimum of 48 days in continuous practice in the final trimester.

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

MET NOT MET N/A

A community nursing SPQ in health and social care 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. There's documentary evidence and the approval visit confirm robust systems of support are in place for students to access a wide range of learning resources. Students who require additional support have their specific needs met through support plans and are allocated a tutor which ensures bespoke support. There's an effective induction session, including lectures that signpost students to wider UoH support services, for example online personal welfare, finance and health and wellbeing. There's also a learning difference tutor in place and students confirm they can access support when needed. Where students require reasonable adjustments, a plan is put in place to support the student in theory and practice-based learning. For example, this could include additional support, additional time and use of supportive technology. Practice assessors and practice supervisors tell us they're supported by their employers and the programme team to ensure reasonable adjustments are put in practice.

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

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

N/A

A SCPHN programme isn't proposed.

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

MET NOT MET N/A

R3.6.2 is met. Documentary evidence, including module descriptors, demonstrate that the learning and teaching strategies are designed to enable students to achieve the programme outcomes at level seven. At the visit, PUSCs and PLPs tell us they provide extensive feedback on the learning, teaching and assessment strategies which ensure the final versions of the modules reflect their voices.

The professional practice module sits within the final trimester and comprises a period of consolidated practice of 57-days duration. Achievement of proficiencies occurs throughout the programme. Practice assessors and practice supervisors tell us that they meet regularly with students and have dedicated time to ensure effective support of students as they progress through the programme. Students tell us the tripartite meeting is key to overall success of the module and they feel supported in the meetings to discuss any issues and celebrate their success.

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

YES NO

We're unable to gain full assurance that arrangements and processes to support practice learning for self-employed and self-funded students are in place that meet the required standards. The programme and senior management teams tell us there are current discussions with PLPs and they're committed to working in partnership to develop processes for self-funded, non-NHS and self-employed students, however these aren't yet established. (Condition one)

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

YES NO

Outcome

Is the standard met?

MET **NOT MET**

We're unable to gain full assurance that arrangements and processes to support practice learning for self-employed and self-funded students are in place that meet the required standards. The programme and senior management teams tell us there are current discussions with PLPs and they're committed to working in partnership to develop processes for self-funded, non-NHS and self-employed students, however these aren't yet established.

Condition one: Provide a clear process and related documentation in partnership with PLPs that demonstrates the opportunities, arrangements and governance structures that are in place to support non-NHS, self-employed and self-funded students' application to the programme and in practice learning environments. (SFNME R2.3; SPRP R1.4, R3.1)

Date: 12 June 2024

Post event review

Identify how the condition(s) is met:

Condition one: The UoH have provided additional information on the recruitment process for self-funded, non-NHS and self-employed nurses. The document clearly explains how self-employed, non-NHS and self-funded students can be recruited on to the programme. There's a timeline to when recruitment activities will take place throughout the year. Condition one is met.

Evidence:

University of Hull community programmes recruitment strategy, undated.

Date condition(s) met:

17 July 2024

Revised outcome after condition(s) met:

MET

NOT MET

Standard 4: Supervision and assessment

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

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

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

R4.3 ensure practice supervision, the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment*

R4.4 ensure practice supervisors:

R4.4.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals or

R4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students

R4.5 ensure practice and academic assessors:

R4.5.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ or

R4.5.2 can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ

R4.6 ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking

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

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

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

R4.7.2 SCPHN public health nurse,

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

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

R4.8 ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met

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

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

R4.9.2 SCPHN public health nurse practice,

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

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

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

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Documentary evidence and the approval visit confirm that a collaborative recruitment and selection process is in place. The programme specification outlines the entry requirements for a specialist education programme which comply with the requirements of the NMC standards. Applicants to the programme must be capable of safe and effective practice at the level of proficiency appropriate to the SPQ programme. The UoH offers an online study skills module to support students who have not recently undertaken higher education.

Any practice or safeguarding concerns are addressed using the UoH's guidance for raising and reporting practice placement concerns. Access to the placement team website provides students and PLPs with information and guidance on this process. Professional suitability issues are managed according to the UoH regulations governing the investigation and determination of concerns about fitness to practise.

Robust systems of support are in place for students to access a wide range of learning resources. Students who require additional support have their specific needs met through individualised support plans. There's a variety of assessment formats deployed in the programme and all include formative assessment opportunities to support student success.

The UoH tell us of their planned activity to support the diversification of the DN profession and how they monitor award gaps and recruitment. Currently, there's monitoring at school level with no issues identified that impact the programme. There are plans to increase monitoring at programme level. The programme team are therefore advised to consider strengthening processes to access, monitor and act on EDI data at programme level, including those that support diversification of the DN workforce and students from a range of backgrounds to succeed on the programme. (Recommendation two)

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

MET **NOT MET**

R4.2 is met. Documentary evidence and the approval visit confirm that there's a partnership approach to ensure compliance with the SSSA. There are processes in place that provide assurance that PLPs assign appropriately prepared practice assessors and practice supervisors to students.

Documentary evidence and the programme team confirm that the UoH and their PLPs ensure that staff taking on the role of academic assessor, practice assessor and practice supervisor will be required to undertake a period of preparation for the role. Academic assessors complete a one-hour preparation session facilitated by the academic lead for nursing programmes and supported with additional resources on the VLE. Completion of the preparation session is monitored by recording staff attendance. There's a twice yearly update training session for practice assessors and supervisors.

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

MET **NOT MET**

R4.3 is met. PLPs, practice assessors and practice supervisors tell us that the university provides updates and training for them and that they feel confident in their roles. Practice assessors and practice supervisors tell us that the programme team are responsive and contactable if any issues occur. Compliance with the SSSA is reviewed and monitored by the UoH. Practice supervisors and practice assessors have the opportunity to attend biannual study days hosted by the UoH which provide the opportunity for staff to receive updates and information. The UoH require the completion of a declaration form which details how the potential practice assessor and practice supervisor meet the requirements of the role.

Practice assessors are assigned by the PLP to students following recruitment. The programme team confirm with PLPs that there's a suitably qualified practice assessor and practice supervisor assigned to the student before the start of the programme. Students tell us that they always know who their practice assessors and practice supervisors are and are informed of any changes during the programme.

At the UoH, academic assessors must evidence completion of academic assessor preparation through appraisal and development review processes before taking on the role. The programme team will all act as academic assessors. They are suitably qualified and hold relevant professional and academic qualifications as required by the UoH and in accordance with NMC requirements.

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

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

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

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

R4.6 is met. Documentary evidence demonstrates that students are assigned to practice assessors who are experienced SPQ DNs. At the visit, PLPs tell us that the practice assessor and practice supervisor is always a qualified SPQ DN with relevant experience.

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

MET

NOT MET

R4.6.1 is met. The practice assessor and practice supervisor handbook outlines the process that must be followed in the exceptional event that the practice assessor and practice supervisor are the same person. If this occurs the programme director is provided with evidence from the PLP detailing why this approach is necessary. Assurances are then sought about how the assessments will be objective, evidence-based and fair and how long the arrangement will be in place. An action plan from the PLP is required, outlining how they will address the gaps in numbers of suitably qualified staff who can assess students in the practice learning environment. The programme director in partnership with the PLP will discuss the exceptional circumstances arrangement with the student and this is recorded in the PAD.

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

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

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

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

N/A

A SCPHN programme isn't proposed.

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

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

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

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

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

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

YES **NO**

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

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

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse practice (R4.9.2)

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

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

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 12 June 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 5: Qualification to be awarded

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

- R5.1 ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters' level
- R5.2 inform the student that the SCPHN award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered
- R5.3 inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration
- R5.4 inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme. If they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber, and
- R5.5 inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice.

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

Findings against the standards and requirements

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

- The programme award to be approved is clearly identified in all programme documentation and is a minimum of a postgraduate masters' level (R5.1)
YES NO
- Processes are in place to inform the student that the SCPHN award must be registered with the NMC within five years of successfully completing the programme and if they fail to do so they will have to undertake additional

education and training or gain such experience as specified in NMC standards for the award to be registered (R5.2)

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

The V300 programme isn't proposed.

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

YES NO N/A

The V300 programme isn't proposed.

Fall Back Award

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

YES NO N/A

There's no fall back award with SPQ annotation.

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 <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 12 June 2024		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Section four
Sources of evidence

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: A SPQ DN apprenticeship route isn't proposed. The student handbook is housed within the VLE. Screenshots are provided that confirm the relevant information is available.		
List additional documentation: University of Hull community programmes recruitment strategy, undated. Record of outcome decision – PG Dip community nursing, 11 July 2024		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input 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: SPQ DN x two current students SPQ DN x one alumnus (2022/23 cohort)		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: A SPQ DN apprenticeship route isn't 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 checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: Hull University Teaching Hospitals NHS Trust, Hull Royal Infirmary, CQC inspection report, 9 August 2023. Northern Lincolnshire and Goole NHS Foundation Trust, CQC inspection report, 2 December 2022.		
If you stated no above, please provide the reason and mitigation: The UoH is an established AEI and therefore visits to practice learning environments and inspection of resources aren't required.		
Additional comments: None identified.		

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

Issue record

Final Report

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