

Programme approval report

Section one

Programme provider name:	University of Salford
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 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 checked="" type="checkbox"/></p> <p>Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input checked="" type="checkbox"/></p> <p>Community learning disabilities nursing apprenticeship <input checked="" type="checkbox"/></p> <p>Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input checked="" type="checkbox"/></p> <p>Community mental health nursing apprenticeship <input type="checkbox"/></p> <p>Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>District nursing apprenticeship <input checked="" type="checkbox"/></p> <p>District nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input checked="" type="checkbox"/></p> <p>General practice nursing apprenticeship <input checked="" type="checkbox"/></p> <p>General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input checked="" type="checkbox"/></p> <p>Health and social care nursing apprenticeship <input checked="" type="checkbox"/></p> <p>Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input checked="" type="checkbox"/></p>
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<p>Title of programme(s):</p>	<p>PG Dip Community Specialist Practitioner (Degree Apprenticeship) (Children’s Nursing)</p> <p>PG Dip Community Specialist Practitioner (Degree Apprenticeship) (Children’s Nursing) with V300</p> <p>PG Dip Community Specialist Practitioner (Degree Apprenticeship) (District Nursing)</p> <p>PG Dip Community Specialist Practitioner (Degree Apprenticeship) (District Nursing) with V300</p> <p>PG Dip Community Specialist Practitioner (Degree Apprenticeship) (General Practice Nursing)</p> <p>PG Dip Community Specialist Practitioner (Degree Apprenticeship) (General Practice Nursing) with V300</p> <p>PG Dip Community Specialist Practitioner (Degree Apprenticeship) (Learning Disabilities Nursing)</p> <p>PG Dip Community Specialist Practitioner (Degree Apprenticeship) (Learning Disabilities Nursing) with V300</p> <p>PG Dip Community Specialist Practitioner (Degree Apprenticeship) (Adult Social Care Nursing)</p> <p>PG Dip Community Specialist Practitioner (Degree Apprenticeship) (Adult Social Care Nursing) with V300</p>
<p>Academic levels:</p>	
<p>SPQ Community children’s nursing</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p>

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

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

supplementary prescribing (V300) apprenticeship	SCQF <input type="checkbox"/> Level 11
Date of approval visit:	21 February 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	
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	9 September 2024
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	9 September 2024
SPQ Community learning disabilities nursing apprenticeship	9 September 2024
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	9 September 2024
SPQ Community mental health nursing apprenticeship	

SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ District nursing apprenticeship	9 September 2024
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	9 September 2024
SPQ General practice nursing apprenticeship	9 September 2024
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	9 September 2024
SPQ Health and social care nursing apprenticeship	9 September 2024
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	9 September 2024
QA visitor(s):	Registrant Visitor: Heather Bain Lay Visitor: Phil Stephenson

Section two

Summary of review and findings

The University of Salford (UoS) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The UoS is an established provider of pre-registration and post-registration programmes including community nursing specialist practice qualifications (SPQ). The UoS school of health and society (the school) are seeking approval for a postgraduate diploma (PG Dip) SPQ apprenticeship in the fields of community children's nursing (CCN), community learning disabilities nursing (CLDN), district nursing (DN), general practice nursing (GPN) and in health and social care nursing (HSCN). The SPQ in HSCN is in the field of adult social care. Each field has the option of the V300 prescribing qualification being integrated into the programme, which has previously been approved by the NMC from 29 March 2019. The programme is delivered at Frederick Road Campus, Salford.

The SPQ apprenticeship is 120 academic credits at level seven delivered full time over 13 months. The programme has a combination of core theory modules and optional theory modules. All fields have one core theory module specific to their field. Most weeks consist of theory and practice. The practice module runs through

the complete programme. The proposed programme is developed to meet the Standards of proficiency for community nursing specialist practice qualifications (SPCNSPQ) (NMC, 2022) and the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023). There's mapping to the SPRP and the SPCNSPQ which are applied in the context of the fields of CCN, DN, CLDN, GPN and HSCN (adult social care). There's mapping to the Standards for prescribing programmes (SPP) (NMC 2018, updated 2023) and the adoption of the Royal Pharmaceutical Society (RPS) competency framework for all prescribers (RPS, 2021) in the routes with integrated V300.

The UoS is only proposing apprenticeship routes within the programme and therefore can't recruit self-funded or self-employed applicants.

The UoS has well-established procedures to support apprentice employer partners (EPs) through the school and university-wide apprenticeship unit. The programme team work with potential EPs to develop partnership agreements and prepare them to support post-registration SPQ students. All EPs demonstrate compliance with the SPCNSPQ and the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) through attending training, signing self-declarations and completing organisation compliance statements.

The EPs supporting the programme are: Northern Care Alliance NHS Foundation Trust, Bolton Central Primary Care Network and Exemplar Healthcare. At the approval visit representatives from these three EPs tell us the UoS is the AEI of choice and show strong support for the programme. They've an excellent relationship with the UoS and request an apprenticeship only programme at this stage.

Documentary analysis and the approval visit show the programme's content is developed in collaboration with practice learning partners (PLPs), EPs, previous students and people who use services and carers (PUSCs). This has been achieved through a number of meetings, feedback opportunities and surveys. The final versions of the year planner, timetables and module overviews are reviewed by the UoS advisory group, previous students, PUSCs, EPs and PLPs. Several modules are shared with the specialist community public health nursing (SCPHN) programme but not those linked to the SPCNSPQ as these are SPQ field specific. There are significant changes in this new programme including an update of all content to reflect the SPCNSPQ, a wider range of assessments and a greater use of simulation and digital technology.

Documentary analysis and the visit tell us distinctive features of this programme include opportunities to collaborate with and learn alongside experienced community practitioners to enrich understanding and develop skills with an emphasis on integrated care and inter-professional learning throughout the programme. Students on SCPHN and SPQ programmes are taught together at times to develop effective systems, leadership skills, a focus on person-centred care and collaborative approaches. Students then apply learning in their SPQ field.

The programme incorporates guest lecturers enabling students to have contact with professionals who work in their specialist area. Students have a primary placement, with opportunities to broaden their practice through spoke placements and alternative practice which is recorded in the practice assessment document (PAD).

Projected student numbers for the new programme are initially low (between 20-30) but are expected to increase in coming years. Senior managers at the UoS fully support this proposed programme and have a strong commitment to addressing the local workforce needs for more community-based nursing. All five fields have SPQ specialist leads, and considerable expertise among current staff and visiting lecturers is identified. EPs fully support the incremental development of the SPQ fields and are keen to offer staff professional development along a career pathway as well as developing a high-quality workforce to address local community needs.

The UoS has an equality, diversity and inclusion (EDI) lead and a documented strategy. The lack of diversity in community nursing is something the UoS recognises as the SCPHN and SPQ workforce doesn't currently represent the local community. The UoS are actively trying to recruit students and teaching staff from a range of ethnicities. The UoS target future undergraduate students and local registrants through webinars promoting the importance of community nursing to local workforce needs. While that recruitment is ongoing, current students are taught by guest speakers, including PUSCs, who offer wider ethnicity and include underserved groups. Additionally, many of the programme team have experience and active research interests in underserved and minoritised groups and use their specialist knowledge to share their experiences. 15 percent of students at the UoS have a reasonable adjustment plan. The UoS hasn't identified any attainment gaps in the earlier cohort of students, as numbers are very small. Access to digital and online resources are available to students to support them with their academic skills before starting the programme.

There's an SPQ experienced external examiner in place.

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

Documentary analysis and the visit show a clear partnership approach between the UoS and their EPs and PLPs to manage and mitigate risks to student learning. Care Quality Commission (CQC) inspection outcomes are monitored by the director of placements. A system wide approach is taken by the four greater Manchester AEIs and information is shared. When a concern is raised, the relevant AEIs work in partnership with the EP/PLP to address and escalate the concerns, including escalation to the NMC. There's a UoS process for investigating concerns in practice and a greater Manchester process for the identification, selection, monitoring and removal of practice placements aligned to the educational audit process.

The visit is undertaken face-to-face.

The Standards framework for nursing and midwifery education (SFNME) (NMC 2018) and the SSSA are met at programme level.

The programme is recommended to the NMC for approval. One NMC recommendation is made.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

Conditions:

Effective partnership working: collaboration, culture, communication and resources:

None identified.

Selection, admission and progression:

None identified.

Practice learning:

None identified.

Assessment, fitness for practice and award:

None identified.

Education governance: management and quality assurance:

None identified.

Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	Recommendation one: The programme team should continue to increase engagement in the programme by PUSCs to reflect the different SPQ fields. (SFNME R1.12, R2.7, R5.14)
Focused areas for future monitoring:	PUSCs involvement in the co-production, delivery, assessment, evaluation and management of the SPQ programme. Review the effectiveness and appropriateness of simulation across the SPQ programme.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions: N/A	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	N/A

Section three

NMC Programme standards
Please refer to NMC standards reference points: Standards for post-registration education programmes (NMC 2022, updated 2023) Standards of proficiency for community nursing specialist practice qualifications (NMC, 2022) Standards framework for nursing and midwifery education (NMC 2018, updated 2023)

NMC Programme standards

[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.

The UoS formed a SCPHN and SPQ advisory group at the start of programme development, which has representation from EPs. The group leads programme development including ensuring resources and governance of PLPs/EPs is in place. The programme has a risk assessment process that includes monitoring and mitigating risk, including resourcing. The UoS are in regular communication with EPs through quarterly practice assessor and practice supervisor forums, tripartite progress review meetings every 12 weeks and training sessions to support practice assessors and practice supervisors in their development. EPs tell us they've been actively encouraged in co-production and tell us their contribution is valued by the UoS. The group also hold a variety of networking and training events to provide professional support. The UoS use webinars to provide information about community nursing to relevant stakeholders to encourage diversity and inclusion. Northern Care Alliance also use these resources across their organisation as they too believe in the importance of community nursing in the local community.

The PAD is adapted from the SPQ northern educators' group and combines NMC and apprenticeship requirements. The PAD is specific to the UoS and the aim is to use it as an electronic version.

Documentary analysis and the visit show a clear partnership approach between the UoS and their EPs. EPs tell us they've been actively involved in co-production and giving feedback to the programme team. A range of support and training is offered to all practice staff including the new PAD and all relevant policies and procedures are co-produced and agreed between the UoS and EPs. EPs tell us that PUSC's voice is high on their agenda and ensure students get feedback from patients wherever possible. At the visit EPs confirm they're part of the recruitment process and have opportunities to teach aspects of the new programme.

The UoS is a member of the greater Manchester practice facilitators forum along with three other regional AEIs. The UoS, along with all other local AEIs, is also part of the northwest quality assurance and enhancement framework for practice learning which evaluates quality of practice learning environments, using the student voice for monitoring. Audits are completed on the 'InPlace' audit system and are accessible by all AEI's and relevant PLPs/EPs. Audits are conducted by academic staff from across greater Manchester and results shared with AEIs to avoid duplication through the 'In Place' system.

Documentary analysis and the visit tell us PUSCs are involved in helping to shape the new SPQ programme. One PUSC describes their input as passionate and vocal and their lived experience provides a rich source of learning for students. The UoS has organised a range of outreach meetings in the local community, schools and colleges with people and established groups, who provide useful feedback to the programme team on the local challenges particularly around cultural sensitivity and diversity. These meetings have also highlighted individuals or established PUSC groups who can share their life experience with students within modules on the programme. The UoS has a PUSC lead who coordinates PUSC involvement throughout the university and ensures training is available when needed. PUSCs are involved in recruitment, simulation, role play and video scenarios. The programme team tell us they're in contact with a range of organisations and individuals and have video resources, including a group of children saying what they want from a children's nurse, post-surgery care and complex narrative about end-of-life care. PUSCs tell us how they're involved in talking about people with a learning disability and how to communicate with them. The programme team should continue to consider how PUSCs can be further involved across all the fields of the programme. (Recommendation one)

There are a range of opportunities for inter-professional learning. For example, the safeguarding module has input from police, social services and occupational therapy. Students undertaking the V300 module learn alongside other health professionals.

Documentary analysis and the visit show the programme team has offered a variety of opportunities for students to give their views on their current programme and to make suggestions for changes to the new programme. These include changes to the assessment load, timing of modules, increased simulation opportunities and greater PUSC involvement. Students tell us they feel their views

are valued and listened to. They consider the high level of quality support is a key feature of the programme. Support for the academic demands of the programme is available before the course begins using the virtual learning environment (VLE). The UoS has feedback processes in place through student representatives and module reviews, as well as informally as issues arise.

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

MET NOT MET

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

MET NOT MET

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Independent/Supplementary Prescriber (V300)

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

Optional Compulsory N/A

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

YES NO

OR

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

29 March 2019

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

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

MET NOT MET

R1.5 is met. Documentary analysis and discussion at the visit provide evidence that an appropriate governance structure and arrangements between the UoS and EPs is in place to support practice learning. Prior to commencing as an EP, organisations sign a compliance statement with the university. The UoS have signed partnership agreements in place with all EPs. This confirms EPs commitment to uphold the regulatory requirements of the SPQ programme. All practice areas are audited, this includes public organisations and private, independent and voluntary organisations. Documentary analysis and meetings with EPs confirm NMC requirements are met including protected learning time.

As part of the EPs engagement, a co-produced descriptor for protected learning time is developed which forms part of the information and training to practice supervisors and practice assessors. Commitment to the delivery of protected learning time and employer support for students to undertake the programme and be appropriately supported by appropriately prepared practice supervisors and practice assessors is confirmed in the compliance statements. This commitment is confirmed by students and EPs at the approval visit.

Within the SPQ programme, practice learning takes place in a variety of contexts and encompasses a wide range of experiences. Students have a primary

placement, with opportunities to broaden their practice through spoke placements and alternative practice which are integrated into the programme and recorded in the PAD.

Compliance with the SSSA has been established since 2018 via the greater Manchester group policy: “realising professionalism: standards for education and training”, which sets out their vision for practice learning. The programme team work with EPs to ensure that training and support is available for practice assessors and practice supervisors to equip them with the skills to carry out their role. EPs tell us they all have an excellent relationship with the UoS who listen to their needs and provide a variety of support and training, enabling them to develop the local workforce.

All students are allocated a practice supervisor and practice assessor by the practice lead within their area and these are recorded by the programme team. It's confirmed that all practice supervisors and practice assessors are adequately prepared, including SPQ qualification or relevant experience, training and a completed period of preceptorship. Students undertaking the V300 routes have an additional practice assessor who's a registered and experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking. Each student is also allocated a suitably experienced academic assessor who understands their field specialism and can support the application of the SPCNSPQ to their own area. For new SPQ fields where lecturers don't hold the same SPQ field as the student, the academic assessor must have relevant experience that enables them to engage in fair, reliable and valid assessment processes. Documentary evidence and discussions at the visit confirm that there's adequate staff with appropriate experience to support the proposed student numbers. For students who are undertaking a route with V300 an additional academic assessor supports the student. The V300 programme is well established at the UoS and all academic assessors meet NMC requirements including proof of qualification and relevant experience within prescribing. Students tell us they're well supported by their practice supervisor and practice assessor and confirm regular tripartite review meetings are helpful and supportive.

The school has well-established processes for the identification, selection, monitoring and removal of a practice placement from the training circuit and these are aligned to the greater Manchester approved policies.

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

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

N/A ☒

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

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

YES NO N/A

Proposed transfer of current students to the programme under review

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

The current UoS programme lasts 12 months and there are no plans to transfer current students to this programme. Any student on a suspension of studies will have their previous learning mapped to the proposed programme and the recognition of prior learning (RPL) process is used.

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 current SPQ programme was first approved in 2021, therefore all students are supervised and assessed in line with the SSSA.

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

Outcome

Is the standard met? MET NOT MET

Date: 21 February 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 2: Curriculum

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

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

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

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

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

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

R2.4 state routes within the programme for:

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

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

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

- R2.4.4 students to annotate their registration in community nursing SPQ practice in health and social care
- R2.5 ensure programme learning outcomes reflect the:
- R2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing
- R2.5.2 core standards of proficiency for SCPHN that are tailored to public health nursing
- R2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice
- R2.6 set out the general and professional content necessary to meet the:
- R2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,
- R2.6.2 core standards of proficiency for SCPHN public health nurse qualification
- R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care
- R2.7 set out the content necessary to meet the programme outcomes for each intended field of:
- R2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,
- R2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care
- R2.8 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies
- R2.9 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment
- R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and
- R2.11 ensure programmes are:
- R2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award
- R2.11.2 no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes.

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

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

Findings against the standard and requirements

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

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

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

A SCPHN programme isn't proposed.

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

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

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

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

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

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

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. Documentary analysis confirms all modules are mapped to intended programme learning outcomes and are tailored to the intended field of community nursing practice. The programme content meets the SPRP and SPCNSPQ. The SPP and RPS competencies are met in those routes with integrated V300 prescribing. The programme team tell us about how the programme content is applied to each route. Practice learning opportunities ensure that students can consolidate learning that's applied to their intended field of SPQ. There's shared learning across fields and with SCPHN students. Additional tutorials and seminars provide a focus on each field of SPQ practice. Module content is organised to ensure that in sessions taught together there's sufficient relevant content to each field.

The school is large and integrated with several specialities and areas of expertise. Lecturers from across the school can provide teaching where appropriate, not only ensuring adequate resourcing of the programme but providing students with opportunities to learn from those with specialist expertise. Additionally practice staff with specialist expertise are used as guest lecturers. The programme also promotes the greater use of PUSCs through presentations, scenarios and video resources.

EPs tell us about their involvement in the development of the programme and the choice of modules, to ensure that students can develop the skills and knowledge to meet the needs of the local population across all fields of SPQ practice. EPs and the programme team confirm that this approach supports the viability of

potentially small numbers of students, for example in the new field of community nursing in health and social care.

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

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

N/A

A SCPHN programme isn't proposed.

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

MET NOT MET

R2.7.2 is met. Documentary analysis and the visit confirms the content is set out to meet the programme outcomes. Each field is overseen by a dedicated lead with experience and expertise in their specific SPQ field. The curriculum content for all modules is mapped to SPCNSPQ. Each field is mapped through module overview forms and designed so that content is relevant and includes case studies, materials and teaching sessions linked to the students' own professional field.

Documentary analysis and discussions at the visit tells us the students undertake three core theory modules and one core practice module in the context of their chosen field. The students then have the choice of 45 credits which includes 15 credits in their chosen field of practice and 30 credits of options which can be either the V300 or two 15 credit modules. All options are available to students and are presented to the students in their induction to enable them to make an informed decision. It's expected they discuss with their employer the options they'll be selecting. The EPs tell us they'll want most students to undertake the V300 to meet their workforce requirements but if students already have the V300 the student can choose whether to use RPL for this purpose or select 30 credits of option modules.

Students spend half a day working as a whole group in shared modules and in the afternoon applying learning in their SPQ field or having field specific learning. The programme incorporates guest lecturers and outside speakers from various areas of practice. Modules are co-produced with EPs and PUSCs to ensure the content is relevant to all fields of practice. Module descriptors are explicit that PUSCs are involved in the delivery. A PUSC at the visit shares how they fed back on what was missing from the content giving neurodiversity and cultural competence as an example, which has since been actioned by the programme team.

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

MET **NOT MET**

R2.8 is met. Documentary analysis and the visit confirms that the curriculum provides a balance of theory and practice learning opportunities. Following discussions with EPs it was agreed that the programme will maintain an equal balance of theory and practice. In response to student feedback and EPs request, practice learning is threaded throughout the 13-month programme. The design of the programme enables assimilation of new knowledge alongside practice-based learning within the relevant SPQ fields and to meet the SPCNSPQ and RPS competencies in the routes with integrated V300 prescribing.

Students on SCPHN and SPQ programmes are taught together at times to develop effective systems, leadership skills and to focus on person-centred care and collaborative approaches. Lecturers employ a range of learning strategies. This includes a mix of face-to-face seminars, interactive online activities, virtual classrooms, simulations and group work. Assessment styles also vary across each module. Students then apply learning in their specialism. The programme incorporates guest lecturers from each specialism. Students have a primary placement, with opportunities to broaden their practice through spoke placements and alternative practice. Students tell us about the value of their learning skills in a simulated safe environment before going into practice, for example the care of the deteriorating person.

- 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 analysis and the visit confirm that technology-enhanced and simulated learning is used effectively and proportionately across the curriculum to support learning and assessment. The UoS VLE (Blackboard) hosts programme and module information for students, along with details of learning each week. The VLE also allows for specialist resources and activities to be shared with students, ensuring that learning can be applied to their field. The VLE also includes recorded sessions and cross-field content. The programme team tell us how it's recognised in the fields with smaller student numbers there's the potential for less student engagement and to address this there's an overarching Blackboard shell that holds different sections. Professional identity is maintained but there's the opportunity to engage with all the SPQ fields.

Documentary analysis states that the programme aims to develop skills in digital technologies for communication, data analysis, consultation and supporting patients in virtual and remote environments. Students are assessed through a

range of practical tasks for example creating digital posters and demonstrating proficiency in Microsoft Office applications.

The UoS has a state-of-the-art simulation suite which is used throughout the programme. Additional simulation opportunities are included in the programme as a result of previous students' feedback and are built into the programme within theory time. This includes scenarios on safeguarding, sepsis, asthma, difficult conversations and advanced communication. The programme team work closely with the simulation lead of the school and PUSCs to develop a range of opportunities. Students tell us they value simulation.

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 is delivered in England.

- 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: 21 February 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET

NOT MET

N/A

Standard 3: Practice learning

Approved education institutions must:

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

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

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

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

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. Documentary evidence and the visit confirms that suitable and effective arrangements and governance are in place to support practice learning for all students. The proposed programme only includes apprenticeship routes, therefore practice learning arrangements and governance for applicants who are self-employed and/or self-funded aren't required. The UoS has well-established procedures to support apprentice employer partnerships. All EPs demonstrate compliance with the NMC requirements through attending training, signing self-declarations and completing organisation compliance statements. EPs tell us they support the apprentice only approach to developing their workforce and addressing local community health needs.

The UoS has formed a SCPHN and SPQ advisory group which has representation from EPs and was established at the start of the programme development. The group has led programme development including ensuring resources and governance of practice partners is in place. The programme also has a risk assessment process that includes monitoring and mitigating risk, including resourcing.

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

MET **NOT MET**

R3.2 is met. Documentary analysis and the visit confirm processes are in place to ensure students work in partnership with the UoS and their EPs. Students are allocated a practice assessor and practice supervisor who are prepared for the role. Students undertaking the V300 routes have an additional practice assessor

who's a registered and experienced prescriber with suitable equivalent qualifications for the programme the student is undertaking.

Documentary analysis confirms that there's preparation of practice supervisors, practice assessors and academic assessors, including regular updates. Practice supervisors and practice assessors confirm that they're prepared for their roles. The programme team tell us that they're prepared for and supported in the academic assessor role. The practice assessor or practice supervisor is required to attend an induction session when they'll work with their student and the UoS team to review the skills scan. The skills scan is a self-analysis of key skills required of SPQ and is completed during onboarding. The student then develops an initial learning plan with details of objectives to be achieved over the first 12 weeks. A series of tripartite meetings are then held to monitor, track and review student progress and identify areas for development for the forthcoming 12 weeks. For students requiring additional support an action plan is put in place.

Students are made aware that they're recruited to a specific SPQ field and they cannot transfer between fields once they begin the programme. Documentary analysis confirms and students tell us that they've opportunities to provide informal and formal feedback. Students tell us they use their PAD to record communication, including causes for concern and feedback. Practice supervisors and practice assessors tell us they're well supported by the UoS and their employers to ensure the students are supported in practice and that they've time to undertake their role. They can contact the UoS at any time and request a scheduled or adhoc meeting for support.

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 is designed to include a range of practice learning opportunities as outlined in the practice and programme handbooks. Students have a primary practice learning environment in their chosen SPQ field and opportunities to gain further practice experience through spoke and alternative practice placements. These experiences are all documented in the PAD. The students tell us they use their PAD to gain feedback from PUSCs.

Each student is assigned a personal tutor who, along with the programme team, supports them in exploring different learning opportunities and in developing skills to lead their own learning journey at level seven. Students tell us they've enjoyed being part of such a small cohort and benefit from high levels of support tailored to their needs.

Prior to the start of the programme, all students complete a skills scan which identifies their strengths and areas for development. The skills scan is based around the key skills and proficiencies required of the SPCNSPQ and is used to help identify key areas for development in practice.

During induction week, the students and their assigned practice supervisors and practice assessors have a joint session where they can consider practice learning opportunities. These are tailored to the needs of each student, using the skills scan and individual learning plans to meet the SPCNSPQ for their chosen specialism. This is facilitated by the programme team, an apprenticeship learning development coach (who's NMC registered) and the academic assessor.

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

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

R3.3.4 is met. The adult social care route is designed as the other fields to include a range of practice learning opportunities as outlined in the practice and programme handbooks. Students have a primary practice learning environment in their chosen field and have opportunities to gain further practice experience through spoke and alternative practice placements. These experiences are all documented in the PAD. The students tell us they use their PAD to gain feedback from PUSCs.

The EPs in Exemplar Healthcare tell us practitioners don't prescribe in their service currently, but it's something they're looking to develop in the future. The option modules in the programme provide flexibility, and the availability of the V300 for this field future proofs the programme or allows for RPL for students who may already have the V300.

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

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

YES NO

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

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

MET NOT MET

R3.5 is met. Documentary analysis and discussion with the programme team confirms that there are robust processes in place for the identification and management of reasonable adjustments to support students in theory and practice. Students tell us that they know how to access support services. Practice supervisors and practice assessors tell us of their experience managing reasonable adjustments in practice, and how they implemented a plan to support a student which resulted in a positive outcome with the student completing their programme within their practice learning environment.

Students complete a skills scan, based around key skills and proficiencies required of the SPCNSPQ, to identify their strengths and areas for development. This also identifies if wider university or placement support is needed. Reasonable adjustments and support in practice is discussed as part of the initial learning plan developed in induction week and reviewed as part of the tripartite meetings. This may include the development of a reasonable adjustment plan.

Documentary analysis and the visit show all students have access to a range of support including the UoS disability and inclusion service, who'll work with them to ensure they've fair and equal access to education. Students tell us they feel well supported in all areas, staff are easy to contact and very good at signposting any additional services when needed. They tell us about their experience with the disability inclusion service and the provision of equipment and supporting software.

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 analysis demonstrates the programme is designed to ensure that all the SPCNSPQ and RPS competencies are met and learning is tailored to allow students to develop at their own pace. The PAD supports students to individualise their learning. Students are required to record their personal objectives and goals and share these with practice supervisors and practice assessors at the initial tripartite to support the development of learning plans.

Prior to the start of the programme students complete a skills scan which identifies their strengths and areas for development and if there's wider university support needed, for example a reasonable adjustment or carers support plan. Adjustments and support in practice are discussed as part of the initial learning plan development in induction week and reviewed as part of the tripartite meetings throughout the programme. Tripartite progress review meetings occur every 12 weeks. Online resources are available to students before the programme to prepare them for studying at level seven.

Students can access regular pastoral support through their personal tutors, this could relate to attainment or anything affecting their ability to study, including mental health and personal challenges that they may experience while on the programme.

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

YES **NO**

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

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

Date: 21 February 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET

NOT MET

N/A

Standard 4: Supervision and assessment

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

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

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

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

R4.4 ensure practice supervisors:

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

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

R4.5 ensure practice and academic assessors:

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

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

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

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

- R4.7 provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:
- R4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.7.2 SCPHN public health nurse,
- R4.7.3 their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or
- R4.7.4 other specified field(s) of community nursing SPQ in health and social care
- R4.8 ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met
- R4.9 assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:
- R4.9.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.9.2 SCPHN public health nurse practice,
- R4.9.3 their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, and/or
- R4.9.4 other specified field(s) of community nursing SPQ in health and social care practice.

Standards framework for nursing and midwifery education, specifically: R2.12; R3.5, R3.6, R 3.8, 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 analysis and discussion with the programme team, EPs, practice supervisors, practice assessors, students and PUSCs confirm that support, supervision, learning and assessment complies with the SFNME. All students are allocated a practice assessor and practice supervisor prior to the start

of the programme, without this they're unable to commence the programme. Practice assessor and practice supervisor details are recorded on the student tracker and their details checked to ensure they're up to date with training and have completed a preceptorship period.

For students completing the V300 routes a second academic assessor, practice supervisor and practice assessor is assigned who's suitably qualified as a prescriber and is experienced in the SPQ field aligned to the student.

Regular tripartite meetings record student progression at 12 weekly intervals in the PAD and signpost any additional support as and when needed. The students on the V300 routes are additionally supported, this includes completion of the V300 PAD.

Programme handbooks and the PAD provide information for students, practice supervisors and practice assessors. Students tell us that they're aware of the process for raising concerns in practice and at the UoS. There are links in student facing documents with guidance about raising any concerns. Documentary analysis confirms that educational audits are in place and there are appropriate systems and processes in place to support safe practice learning.

External examiner arrangements are in place and there's evidence of external examiner reporting that includes feedback on the quality of the programme in theory and practice.

The student voice is captured through committees, module and programme evaluations and practice evaluations. Students tell us their feedback is considered across the programme.

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

MET **NOT MET**

R4.2 is met. Practice assessors and practice supervisors are identified by the EPs and discussed with the programme lead for suitability. All practice supervisors and practice assessors are prepared for their role to support students through the programme. There's a process and checklist for new EPs which enables the programme team to assess what support the new organisation requires. Currently all EPs also support students on pre-registration nursing programmes.

The UoS work with Northern Care Alliance which has a well-established internal trust training programme and a number of qualified practice education facilitators. This training is supported more widely by the UoS team who provide specialist

training bespoke to the programme. However, it's acknowledged that within the programme there are a number of new SPQ routes and some that haven't run for a number of years. To address this there's a plan for capacity building in these areas. All EPs tell us they've an excellent working relationship with the UoS and fully support their policies and procedures.

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

MET **NOT MET**

R4.3 is met. Documentary analysis states all students are allocated a practice assessor and practice supervisor prior to the start of the programme. Checks are made to ensure the practice supervisor and practice assessor are up to date with training and have completed their preceptorship period. This is managed by EPs and reported to and checked by the UoS. For students completing the V300 a second practice supervisor and practice assessor with prescribing experience is appointed.

SPQ practice assessors and practice supervisors are required to attend a designated session within the induction week. During this session they work with their student and the UoS team to review the skills scan and develop an initial learning plan with details of objectives to be achieved over the first 12 weeks. These are recorded in the PAD. Tripartite progress review meetings occur every 12 weeks. These ensure compliance with the apprenticeship standard and the SSSA. For students who may be struggling an action plan is put in place, this is reviewed as part of the meeting.

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 analysis and the visit demonstrate the UoS is committed to ensuring all students are assigned a practice supervisor and practice assessor who's an experienced registered community SPQ nurse for the programme route undertaken. There's evidence of an appropriate process that provides assurance that if a SPQ practice assessor isn't available students can, with the agreement of the programme lead and EPs, be assigned to a registered nurse who can evidence relevant and extensive experience in the context of a student's intended SPQ field. The UoS is working with EPs to understand local challenges, offer training and support them to build capacity.

EPs confirm that there's an adequate number of appropriately experienced practice assessors to support the intended number of students.

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

MET NOT MET

R4.6.1 is met. Documentary analysis tells us that EPs are informed that only in exceptional circumstances can the same person fulfil the role of practice supervisor and practice assessor for a part of the programme where the SPQ student is placed. However, in such instances, the student, practice supervisor, practice assessor and the UoS need to complete a form to state why it's necessary for the practice supervisor and practice assessor roles to be carried out by the same person. This form is uploaded into the student tracker record.

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

- 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.

<ul style="list-style-type: none"> their intended SPQ in the field of: community children’s nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R4.9.3) and/or <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/></p> other specified field(s) of community nursing SPQ in health and social care practice (R4.9.4) <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A <input type="checkbox"/></p>
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to supervision and assessment are met <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> </p></p>
<p>Outcome</p> <p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 21 February 2024</p>
<p>Post event review</p> <p>Identify how the condition(s) is met: <p>N/A</p> </p> <p>Date condition(s) met: <p>N/A</p> </p> <p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/> <p>N/A</p> </p>

<p>Standard 5: Qualification to be awarded</p> <p>Approved education institutions, together with practice learning partners, must:</p> <p>R5.1 ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters’ level</p> <p>R5.2 inform the student that the SCPHN award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered</p> <p>R5.3 inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they</p>
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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 Documentary analysis and is a minimum of a postgraduate masters' level (R5.1)

YES NO

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

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

YES NO N/A

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

YES NO N/A

Fall Back Award

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

YES NO N/A

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

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 21 February 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Section four

Sources of evidence

The following Documentary analysis 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 Documentary analysis including programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment Documentary analysis	<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 type="checkbox"/>	<input checked="" type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Only apprenticeship routes proposed, therefore written placement agreements from PLPs not required.		
List additional documentation: None identified.		
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 type="checkbox"/>	<input checked="" type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study:		
September 2023 x five DN SPQs September 2022 x two DN SPQs (alumni)		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Only apprenticeship routes proposed, therefore only EPs attend the visit.		
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:		
Tameside and Glossop Integrated Care NHS Foundation Trust, CQC inspection report, 4 July 2019		
The Christie Foundation NHS Foundation Trust, CQC inspection report, 12 May 2023		
Bolton NHS Foundation Trust, CQC inspection report, 18 October 2023		
Greater Manchester Mental Health NHS Foundation Trust, CQC inspection report, 21 July 2023		
Eleanor (Equilibrium Healthcare) EHC Limited, CQC inspection report, 6 October 2023		
If you stated no above, please provide the reason and mitigation:		
The UoS is an established AEI and visits to resources aren't required.		
Additional comments:		
None identified.		

Mott MacDonald Group Disclaimer

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

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

Issue record

Final Report

Author(s):	Heather Bain Phil Stephenson	Date:	29 February 2024
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