

Programme approval report

Section one

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

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

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

SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
Date of approval visit:	30 January 2024
Programme start date:	
SCPHN health visiting	16 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	16 September 2024
SCPHN school nurse with integrated independent and supplementary prescribing (V300)	
SCPHN occupational health nurse	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN public health nurse	

SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN health visiting apprenticeship	
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN school nurse apprenticeship	
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN occupational health nurse apprenticeship	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN public health nurse apprenticeship	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Sally Martin Lay Visitor: Douglas Carr

Section two

Summary of review and findings

The University of Surrey (UoS) is a Nursing and Midwifery Council (NMC) approved education institution (AEI) and an established provider of specialist community public health nursing (SCPHN) programmes. The school of health sciences (the school) in the faculty of health and medical science (the faculty) at the UoS is seeking approval for a SCPHN programme in the fields of health visiting (HV) and school nursing (SN). The programme is mapped to the Standards of proficiency for specialist community public health nurses (SPSCPHN) (NMC, 2022).

The approval is undertaken by remote means.

Programme delivery is at the Guildford campus.

The proposed programme is a postgraduate diploma (PgDip) offered for full time and part time study at level seven, with the following awards; PgDip specialist community nursing (HV), PgDip specialist community nursing (SN). The programme is offered to commissioned, self-employed and self-funding students.

The programme is timetabled over 52 weeks for full time and 104 weeks for part time and is divided into 50 percent theory and 50 percent practice. The UoS anticipates 30-35 HV students and 10-13 SN students. The planned start date for the programme is 16 September 2024.

The programme leads for HV and SN are SCPHN registrants, they also act as personal tutor and academic assessor. Senior leaders confirm commitment to the programme. They tell us staff workload is carefully planned and that they've implemented several initiatives including lecturer/practitioner posts to support the staff resource within the school.

The programme is presented for approval against the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) and Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023). The faculty implemented the SSSA across all NMC programmes from September 2019.

Documentation states the programme is developed with practice learning partners (PLPs) to meet the contemporary health and wellbeing of individuals, communities and populations. Documentation suggest partnership working in the development of the programme between the UoS and a range of stakeholders including students, PLPs and people who use services and carers (PUSCs). Although there is some initial involvement of PUSCs in the development of the programme, planned continuing involvement is problematic and the plan for further

development of PUSCs across all dimensions of the programme operation is unclear. The UoS has developed a PUSC strategy to support student recruitment, curriculum design and delivery of SCPHN and specialist practice qualification (SPQ) programmes.

Documentation and the approval visit confirm that the taught elements of the programme are developed against the six spheres within the SPSCPHN. The HV and SN routes are presented as two separate programmes with six core modules with the same titles. Teaching and learning is co-delivered from HV and SN lecturers, but the differentiation between core and field specific teaching and learning is unclear. The total number of credits across the programme is 120 at academic level seven.

The UoS adopt the pan London SCPHN practice assessment document (PAD) for each field of practice which has been developed with consultation from PLPs, students and PUSCs. Feedback from PLPs, students and PUSCs is incorporated in the PAD to contextualise it to the programme.

Documentation states that the UoS collects data on differential attainment at all academic levels and this is available to unit and programme leads who can identify issues and develop action plans to address this.

The UoS provides high level data for equality and diversity of SCPHN students, this is HV and SN combined. The ability to breakdown this data is problematic and impacts on its application at programme level. There's a university wide equality, diversity and inclusion (EDI) plan in place which details how the UoS affects, maintains and continues to shape a supportive and equitable culture. Students are provided with key information on the university's disability and neurodiversity service when they're recruited to the programme which provides useful information for students on receiving support for their study. Dedicated web pages for students are provided which provide specific information on aspects of disability and neurodiversity, signposting services provided and important information on who to contact for further information or how onward referrals can be requested.

At the approval visit we're told that the programme hasn't completed the UoS internal curriculum design review periodic enhancement process which could potentially impact on the NMC programme standards.

The SFNME is not met at programme level as conditions apply.

The SSSA are met at programme level.

The programme is recommended for approval subject to three NMC conditions being met. The AEI make six recommendations.

Updated 15 March 2024:

Evidence was provided to meet the three NMC conditions. The programme is recommended to the NMC for approval.

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:

Condition one: Provide an implementation plan that details how the UoS work in partnership to ensure how PUSCs are involved, prepared and supported to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. (SFNME R1.12, R2.7, R5.14; SPRP R2.1.1)

Selection, admission and progression:

None identified.

Practice learning:

None identified.

Assessment, fitness for practice and award:

Condition two: Demonstrate the field specificity of SN and HV within the programme documentation, teaching and learning approaches, including evidence with student timetables. (SPRP R2.6.1)

	<p>Education governance: management and quality assurance:</p> <p>Condition three: Provide the outcome of the UoS internal curriculum design review periodic enhancement process in the form of a technical report, to ensure that there's no impact on SCPHN programme standards. (SFNME R2.1; SPRP R2.1.1)</p>
<p>Date condition(s) to be met:</p>	<p>15 March 2024</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: To provide a final outcome of the curriculum design review (CDR) periodic enhancement process by no later than 15 March 2024. (University recommendation)</p> <p>Recommendation two: To maintain a dialogue with the school of health sciences regarding the type of equality, diversity and inclusion (EDI) data needed and the timing of when this is available. (University recommendation)</p> <p>Recommendation three: To ensure students are fully aware of the requirements to attend and engage with their studies through all student facing documentation. (University recommendation)</p> <p>Recommendation four: To ensure that all documentation provided provides the information required by a postgraduate student as to how they can raise issues that they've found in clinical practice. (University recommendation)</p> <p>Recommendation five: To ensure that PUSCs should be updated and are made fully aware of their input and expectations of the school of their input into the programme and ensure they are provided with training throughout their association with the School in this role. (University recommendation)</p> <p>Recommendation six: To check the language used for module learning outcomes and ensure they're better aligned at with the university grade descriptors for level seven. (University recommendation)</p>

Focused areas for future monitoring:	The application of UoS EDI strategy at programme level.
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Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>UoS, school of health sciences has developed a people who use services strategy implementation plan to support the school's framework for PUSC involvement (Oct 2020), and the school's SCPHN and SPQ programmes PUSC strategy (Dec 2023). They have detailed a number of actions including welcome and introduction training slides and examples of PUSCs curriculum contributions to demonstrate how PUSCs will be involved in the design, recruitment and selection, delivery and assessment of the curriculum in theory and practice. Condition one is met.</p> <p>UoS programme documentation has been revised to visibly reflect the field specificity of SN and HV within the programme documentation, teaching and learning delivery and module timetables. Condition two is met.</p> <p>UoS has provided a copy of the compliance checks report continuing professional development (CPD) NMC programmes following completion of the internal curriculum design review periodic enhancement process. This demonstrates that there's no impact on SCPHN programme standards. Condition three is met.</p>	
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:	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Date condition(s) met:	15 March 2024

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 specialist community public health nurses](#) (NMC, 2022)

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

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

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

[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.

Documentation and the approval visit confirm a series of module development meetings with stakeholders, including PLPs, practice assessors and practice supervisors and existing SCPHN students to plan and develop all aspects of the programme.

Documentation suggests that student feedback has influenced the curriculum design including the development of the modules, structure of the programme including the inclusion of the alternative learning experience week and the contextualisation of the pan London PAD.

Programme staff tell us that feedback from PUSCs contributes to the curriculum design, including the development of student recruitment questions and rewording of the client/service user/carer feedback form in the contextualisation of the pan London PAD.

The school has a PUSC group which meets three times a year to contribute to curriculum development across a range of undergraduate and postgraduate programmes within the school. However due to the membership of the established PUSC group, contribution to the SCPHN programme is minimal.

PUSCs tell us that they've only recently been appointed, that they haven't yet undertaken any training for their role and that they're unaware of additional training opportunities. PUSCs also tell us that the full extent of involvement with programmes hasn't been made clear and that they're unaware of immediate next steps for them in their interaction with the programme. The programme team tell us that development of PUSC involvement in the programme is problematic. PUSCs confirm that involvement remains at the early stages of involvement. The programme team confirm that PUSC engagement is a key focus for development and that they intend to broaden representation initially and to develop a strategy for PUSC involvement with the programmes. (Condition one)

The programme team confirm that an advisory liaison meeting is held twice a year with senior managers from PLPs to discuss the theory and practice delivery of the programme, enabling ongoing review and development of the SCPHN programme.

Documentation and the approval visit confirm that practice assessor and practice supervisor meetings are held three times a year to support the delivery of the programme. This offers the opportunity for feedback from practice, updates on programme development and provides support for the ongoing education of practice assessors and practice supervisors. The UoS also has a bespoke practice assessor and practice supervisor web page (known as WIKI) to enable communication between the university and practice assessors and practice supervisors. This enables an update on issues relating to teaching and assessment in practice and a repository for relevant programme documents and presentations from the practice assessor and practice supervisor meetings. The practice assessors and practice supervisors at the approval visit tell us this is a valuable resource.

The education audit tool requires the PLP to highlight any Care Quality Commission (CQC) reports that have ratings 'requires improvement' or 'inadequate' and outline any specific plan in place to mitigate against risk. CQC have presented adverse reports for maternity services at University Hospital Sussex NHS Foundation Trust (FT) and St Peters Hospital. At the approval visit we're told that the UoS is notified through exception reports by the NHS trusts of any adverse CQC reports and that they work in partnership to ensure students are safe in practice.

A managing student concerns and public safeguarding document on placement highlights typical occurrences that might breach regulations and provides key steps in the reporting of concerns together with the requirements and responsibilities of students.

The UoS places significant emphasis on where interprofessional learning can be incorporated into the design of programmes. The programme team tell us that interprofessional learning is evident predominantly in the shared teaching that exists across the majority of modules, together with the use of lecturer input from other professional groups.

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

The UoS service user strategy and PUSCs involvement at programme level hasn't been implemented. PUSCs tell us that they have only recently been appointed, that they haven't yet undertaken any training for their role. The programme team confirm that PUSC involvement in the programme is problematic and that the further development of PUSC engagement in curriculum development, recruitment, teaching and learning and assessment is a key focus for development. They intend to broaden representation initially and to develop a strategy for PUSC involvement with the programme.

Condition one: Provide an implementation plan that details how the UoS work in partnership to ensure how PUSCs are involved, prepared and supported to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. (SFNME R1.12, R2.7, R5.14; SPRP R2.1.1)

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

MET NOT MET

Post Event Review

Identify how the condition is met:

UoS, school of health sciences has developed a PUSC strategy implementation plan in partnership with a service user to support the school's framework for PUSC involvement (Oct 2020), and the school's SCPHN and SPQ programmes PUSC strategy (Dec 2023). They have detailed a number of actions including welcome and introduction training slides and examples of PUSCs curriculum contributions to demonstrate how PUSCs will be involved in the design, recruitment and selection, delivery and assessment of the curriculum in theory and practice. Condition one is met.

Evidence:

PUSC strategy implementation plan, March 2024
PUSC welcome and introduction training slides, February 2024
Examples of PUSC curriculum contributions, undated.

Date condition(s) met: 15 March 2024

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

Independent/Supplementary Prescriber (V300)

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

Optional Compulsory N/A

The UoS isn't offering the V300 as part of the SCPHN programme.

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:

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

R1.1.1 NMC registered nurse (level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC

- approved Specialist Community Public Health Nurse (SCPHN) programme before being considered as eligible to apply for entry
- R1.1.2 NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry
- R1.2 confirm on entry that each applicant selected to undertake a SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme
- R1.3 provide opportunities that enable eligible NMC registered nurses and/or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme
- R1.4 provide opportunities that enable eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme
- R1.5 confirm that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected learning time, to enable students to undertake and be appropriately supported throughout the programme
- R1.6 consider recognition of prior learning that is capable of being mapped to the:
- R1.6.1 programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice
- R1.6.2 programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice
- R1.7 where programmes intend to offer SCPHN and/or SPQ students admission to an NMC approved independent/supplementary (V300) prescribing programme consider recognition of prior learning that is capable of being mapped to the *Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers for applicants*, and
- R1.8 where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing qualification to SCPHN and/or SPQ students, ensure that the applicant is a registered nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry.

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

Proposed transfer of current students to the programme under review

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

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

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

Findings against the standard and requirements

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

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

An SPQ programme isn't proposed.

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

An SPQ programme isn't proposed.

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

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

MET **NOT MET**

R1.5 is met. Documentation and the approval visit confirm that all PLPs apply the SSSA with each student assigned an experienced SCPHN practice assessor and practice supervisor and academic assessor. To ensure PLPs are able to support learners in practice the UoS offers three sessions for practice assessors and practice supervisors. The practice assessors and practice supervisors also have access to the WIKI, UoS electronic platform developed to provide updates and support for practice assessors and practice supervisors. The responsibility for the learning environment lies with the PLPs who complete the placement approval tool and a PLP protected learning time agreement. There's a placement agreement between the UoS and each PLP which details the governance requirements to support practice learning.

The UoS adopt the approved pan London SCPHN PAD for each field of practice. This has been designed to record evidence that the student meets the required SPSCPHN and outcomes for the SCPHN programme of study, in line with the SSSA.

The academic assessor meets with the practice assessor and student a minimum of three times per year to offer support and guidance to ensure the SSSA are met.

The programme team tell us, in support of previously reviewed documentary evidence in the PAD and practice assessor and practice supervisor handbook, that processes are in place for practice assessors and practice supervisors to raise concerns regarding fitness to practise directly to the UoS.

A managing student concerns and public safeguarding document on placement provides important and useful information on the need to manage aspects of public safety and safeguarding. The document not only highlights typical occurrences that might breach regulations but also provides key steps in the reporting of concerns together with the requirements and responsibilities of students. Students tell us that they can raise concerns about both practice and the taught elements of their programme through a variety of processes.

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

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

YES NO N/A

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

N/A

An SPQ programme isn't proposed.

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

YES NO N/A

The UoS isn't offering the V300 as part of the SCPHN programme.

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

YES NO N/A

The UoS isn't offering the V300 as part of the SCPHN programme.

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for post-registration education programmes* and *Standards of proficiency for specialist community public health nurses (NMC, 2022)* will be met through the transfer of existing students onto the proposed programme.

There's no proposed transfer of existing students onto the proposed programme.

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

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

The SSSA are adopted for current SCPHN students. No transfer is required.

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

YES NO

Outcome

Is the standard met? MET NOT MET

Date: 30 January 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Standard 2: Curriculum

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

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

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

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

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

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

R2.4 state routes within the programme for:

- R2.4.1 students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse
- R2.4.2 students to enter the SCPHN register for the public health nurse qualification
- R2.4.3 students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing
- R2.4.4 students to annotate their registration in community nursing SPQ practice in health and social care
- R2.5 ensure programme learning outcomes reflect the:
- R2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing
- R2.5.2 core standards of proficiency for SCPHN that are tailored to public health nursing
- R2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice
- R2.6 set out the general and professional content necessary to meet the:
- R2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,
- R2.6.2 core standards of proficiency for SCPHN public health nurse qualification
- R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care
- R2.7 set out the content necessary to meet the programme outcomes for each intended field of:
- R2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,
- R2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care
- R2.8 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies
- R2.9 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment
- R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and
- R2.11 ensure programmes are:

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

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

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

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

Findings against the standard and requirements

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

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

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

R2.1.1 is not met. There's no formal, sustainable structure for co-production with PUSCs. Involvement of PUSCs in student recruitment and selection is limited to the development of interview questions. PUSCs aren't involved in teaching and learning and their involvement in student assessment is limited to feedback in practice. (Condition one)

The programme hasn't completed the UoS internal CDR, which could potentially impact on the NMC programme standards. Representatives from academic quality services confirm that the modules within this programme meet the university's requirements for both the regulations and code of practices as well as the curriculum design review requirements. However, there are still further checks to be undertaken at programme specification level and as such the CDR process hasn't been signed off. (Condition three)

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

N/A

An SPQ programme isn't proposed.

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

YES NO

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

YES NO N/A

The UoS isn't offering the V300 as part of the SCPHN programme.

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

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

YES NO N/A

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

YES NO N/A

A public health nursing route isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

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

YES NO N/A

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

YES NO N/A

A public health nursing route isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

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

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

MET NOT MET N/A

R2.6.1 is not met. The PgDip is 120 credits at level seven comprising of six core modules. Module descriptors are written to reflect the core and field specific SPSCPHN across the spheres. Documentation shows the curriculum content of the SCPHN programme is mapped against the SPSCPHN (NMC, 2022). At the approval visit programme leads tell us that teaching is combined within each module. HV and SN students tell us that teaching is predominantly tailored to HV by UoS and visiting lecturers, with limited focus on topics relevant to SN. (Condition two)

The PAD demonstrates that practice enables student learning within their intended field of SCPHN practice.

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

MET NOT MET N/A

A public health nursing route isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

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

MET **NOT MET**

R2.7.1 is met. Mapping documents set out core and field specific SPSCPHN across the spheres. Documentation shows the curriculum content of the SCPHN programme is mapped against the SPRP and the SPSCPHN.

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

N/A

An SPQ programme isn't proposed.

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

MET **NOT MET**

R2.8 is met. The programme is a balance of 50 percent theory and 50 percent practice, agreed in consultation with PLPs and current SCPHN students. The programme is delivered using a hybrid approach. The curriculum is structured to sequence theory and practice at increasing levels of complexity.

Documentation details a range of learning and teaching strategies including online and face to face synchronous and asynchronous teacher led sessions, student group work and directed study. Teaching and learning methods include student led

workshops, professional led case studies, data workshops, group work and role play. Assessment strategies are varied across the modules and include academic assignments, examinations in theory and a 'Dragons Den' presentation.

- 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. The programme team tell us that students are able to develop their digital capabilities through the critical use of information, problem solving and innovative approaches, such as technology enhanced learning. A variety of modes of learning, including a hybrid approach of online and face to face learning are designed to encourage students to engage with digital resources. The programme team tell us that the programme adopts a focus for simulation through the development of soft skills of communication and problem solving using low-fidelity simulation approaches.

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

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

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

The programme isn't delivered in Wales.

- Evidence to ensure programmes are of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award (R2.11.1)

YES **NO**

- Evidence to ensure programmes are no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes (R2.11.2)

YES **NO**

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

YES **NO**

There's no formal, sustainable structure for co-production with PUSCs in the programme. Involvement of PUSCs in student recruitment and selection is minimal

and they're not involved in teaching and learning. Their involvement in student assessment is limited to feedback in practice. (Condition one)

The programme hasn't completed the UoS internal CDR, which could potentially impact on the NMC programme standards. Representatives from academic quality services confirm that the modules within this programme meet the university's requirements for both the regulations and code of practices as well as the CDR requirements. However, there are still further checks to be undertaken at programme specification level and as such the CDR process hasn't been signed off. (Condition three)

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

YES NO

Outcome

Is the standard met?

MET

NOT MET

There's no formal, sustainable structure for co-production with PUSCs in the programme. Involvement of PUSCs in student recruitment and selection is minimal and they're not involved in teaching and learning. Their involvement in student assessment is limited to feedback in practice.

Condition one. Provide an implementation plan that details how the UoS works in partnership to ensure how PUSCs are involved, prepared and supported to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. (SFNME R1.12, R2.7, R5.14; SPRP R2.1.1)

Module descriptors are written to reflect the core and field specific SPSCPHN across the spheres. Documentation shows the curriculum content of the SCPHN programme is mapped against the SPSCPHN. Teaching is combined within each module and HV and SN students tell us that teaching is predominantly tailored to HV by UoS and visiting lecturers, with limited focus on topics relevant to SN.

Condition two: Demonstrate the field specificity of SN and HV within the programme documentation, teaching and learning approaches, including evidence with student timetables. (SPRP R2.6.1)

The programme hasn't completed the UoS internal CDR, which could potentially impact on the NMC programme standards. Representatives from academic quality services confirm that the modules within this programme meet the university's

requirements for both the regulations and code of practices as well as the CDR requirements. However, there are still further checks to be undertaken at programme specification level and as such the CDR process hasn't been signed off.

Condition three: Provide the outcome of the UoS internal CDR periodic enhancement process in the form of a technical report, to ensure that there's no impact on SCPHN programme standards (SFNME R2.1; SPRP R2.1.1)

Date: 30 January 2024

Post event review

Identify how the condition is met:

Condition one: UoS, school of health sciences has developed a people who use services strategy implementation plan in partnership with a service user to support the schools framework for PUSC involvement (Oct 2020), and the schools SCPHN and SPQ programmes PUSC strategy (Dec 2023). They have detailed a number of actions including welcome and introduction training slides and examples of PUSCs curriculum contributions to demonstrate how PUSCs will be involved in the design, recruitment and selection, delivery and assessment of the curriculum in theory and practice. Condition one is met.

Evidence:

PUSC strategy implementation plan, March 2024
PUSC welcome and introduction training slides, February 2024

Examples of PUSC curriculum contributions, undated.

Condition two: UoS programme documentation has been revised to visibly reflect the field specificity of SN and HV within the programme documentation, teaching and learning delivery. The school has provided timetables for all modules on the PG Dip SCPHN HV and PG Dip SCPHN SN programmes. In addition, they have provided PowerPoint presentations that support field specific teaching sessions, field specific role play and teaching scenarios, field specific group work and action learning set topics that will be done as field specific action learning sets. All field specific sessions will be managed by the relevant field lead lecturer and action learning sets will also be supported by field specific practice assessors. Condition two is met.

Evidence:

Advanced assessment and communication skills in public health nursing practice timetable, undated.

Developing autonomous practice in SCPHN (HV) timetable, undated

Developing autonomous practice in SCPHN (SN) timetable, undated

Early intervention promoting mental health and maximising outcomes for children and families timetable, November 2024
 Effective leadership in professional practice timetable, April 2025
 Introduction to public health timetable, September 2024
 Leading service delivery in public health nursing timetable, January 2025
 Safeguarding in healthcare timetable, undated
 Advanced assessment and communication skills module session assessment in HV practice, evidence and evaluation ppt, undated
 Advanced assessment and communication skills module session assessment in SN practice, evidence and evaluation ppt, undated.
 Early intervention module group work for risk and resilience factors impact on parents and children session HV scenario, undated.
 Early intervention module group work for risk and resilience factors impact on parents and children session SN scenario, undated.
 Effective leadership in professional practice role play HV scenarios, undated
 Effective leadership in professional practice role play SN scenarios, undated
 Introduction to eating disorders example SN session for early intervention module ppt, undated.
 Introduction to public health formative assessment background to Dragons Den, undated.
 Dragons Den group exercise, September 2024.
 Introduction to public health group profiling exercise HV, undated.
 Introduction to public health group profiling exercise SN, undated.
 Leading service delivery in public health nursing action learning sets that are delivered by field, undated.
 Perinatal mental health example HV session for early intervention module ppt., undated
 Safeguarding in healthcare assignment workshop HV PPT, undated
 Safeguarding in healthcare assignment workshop HV PPT, undated
 Safeguarding marking grid level seven, undated
 Sleep scenarios for HV students for developing autonomous practice in SCPHN HV modules, undated.
 Sleep scenarios for SN students for developing autonomous practice in SCPHN HV modules, undated.

Condition three: UoS has provided a copy of the compliance checks report CPD NMC programmes on completion of the internal curriculum design review periodic enhancement process in the form of a technical report. This demonstrates that there's no impact on SCPHN programme standards. Condition three is met.

Evidence:

Compliance checks report CPD NMC programmes document, undated.

Date condition(s) met: 15 March 2024

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

Standard 3: Practice learning

Approved education institutions must:

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

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

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

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

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. The placement agreement, PLP approval tool and PLP protected learning agreement sets out clearly the expectations and responsibilities for employers to provide practice learning environments for students on the programme.

Recruitment and selection processes confirm that the student meets the requirements for entry to the programme including disclosure and barring service clearance and references.

The UoS states that regular meetings between the PLP and university address any concerns that may arise during the programme.

- 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. Documentation confirms all students are allocated a practice assessor, practice supervisor and academic assessor from the same field of practice as the student, for the duration of the programme. At the approval visit PLPs tell us that practice supervisors and practice assessors are suitably prepared for their role, they receive constructive feedback on their role and training needs are identified in relation to supporting and assessing learners. Student progress is monitored through joint progress review meetings with the student, practice assessor and academic assessor at the end of learning period one and two and prior to the final confirmation of practice.

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

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

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

R3.3 is met. Documentation confirms that all students have opportunities to meet the SPSCPHN for their chosen field by being allocated to practice assessors, practice supervisors and academic assessors in the same field. Students are encouraged and supported to experience practice in other fields and alternative practice learning placements. 847.5 practice learning hours are a required element of the PgDip SCPHN programme. Documentation confirms that students complete five to ten days in an alternative practice learning environment.

- SCPHN public health nurse (R3.3.2) MET NOT MET N/A

A public health nurse route isn't proposed.

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

An SPQ programme isn't proposed.

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

An SPQ programme isn't proposed.

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

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R3.4) YES NO

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

- There is evidence to demonstrate that the programme team takes account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities, and (R3.5) MET NOT MET

R3.5 is met. The programme team confirm that there's a UoS wide EDI plan in place which details how the university affects, maintains and continues to shape a supportive and equitable culture.

The programme team confirm that students are provided with key information on the university's disability and neurodiversity service when they're recruited to the programme. This provides useful information for students to access support for their study. Additional information on the mechanisms by which students can request referrals and support to this service is provided in student handbooks and dedicated web pages. The programme team confirm their responsibilities to review and act on, if necessary, key information relating to EDI.

The PAD provides an opportunity for students to discuss reasonable adjustments for practice and the practice assessors and practice supervisors confirm they're aware of the ability of the students to make requests for reasonable adjustments whilst on placement.

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

- intended field of SCPHN practice, SCPHN PHN practice or (R3.6.1)
MET **NOT MET** **N/A**

R3.6.1 is met. The curriculum is structured to sequence theory and practice at increasing levels of complexity. As the programme progresses the student undertakes learning activities with an increasingly specific focus.

The PAD is divided into three learning periods and provides opportunities for formative and summative feedback, student progress is monitored through joint progress review meetings with the student, practice assessor and academic assessor at the end of learning period one and two and prior to the final confirmation of practice. The third progress review is to ensure as far as possible that the student will achieve all the SPSCPHN by the end of the programme. If there are concerns about the student's progress, then an action plan is put in place. This can happen at any point in the programme.

Students are required to complete a teaching assessment and observed structured practice assessment. Guidance is provided for the practice assessor and practice supervisor on supporting and assessing students to achieve competence in practice including the use of Benner's framework to demonstrate progression in practice.

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

N/A <input checked="" type="checkbox"/>	
An SPQ programme isn't proposed.	
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met	
YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met	
YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome	
Is the standard met?	
MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 30 January 2024	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	
MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A	

Standard 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must:
R4.1 ensure student support, supervision, learning and assessment complies with the NMC <i>Standards framework for nursing and midwifery education</i>
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 <i>Standards for student supervision and assessment</i>
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. PLPs are responsible for completion of the placement approval tool and sign a protected learning agreement. They're also responsible for the allocation of a practice assessor and practice supervisor. The PAD requires the practice assessor to confirm their NMC registration. At the approval visit practice assessors and practice supervisors tell us that they're well prepared for their role and supported by the trusts and UoS. Academic assessors undertake suitable preparation for their role.

- 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. PLPs are responsible for the training and monitoring of practice assessors and practice supervisors. The UoS provides three practice assessor and practice supervisor updates per year, face to face and via Teams. One of these sessions is for new practice supervisors only to facilitate their development into the role of supporting a SCPHN student. The UoS also has a website specifically for practice assessors and practice supervisors which we're told at the approval visit is well used and valued. The UoS has a plan for preparing practice assessors and practice supervisors for the new programme.

- 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. The PAD ensures that all required meetings and assessments are completed and includes a log of alternative placement days completed and student attendance. Documentation confirms practice assessor and practice supervisor annual update training is a requirement. Support is offered through three practice assessor and practice supervisor forums timetabled throughout the academic year. Practice assessor and practice supervisor roles and support is monitored through academic assessor tripartite meetings. Students and practice assessors and practice supervisors can request additional support meetings.

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. Documentation and the approval visit confirm all students are assigned to experienced practice assessors in the relevant field of practice. Students tell us they're always supported in practice by suitably qualified registered SCPHN practitioners.

- 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. There's a formal process in place for managing the exceptional circumstance of the practice assessor and practice supervisor being the same person which is evidenced in a flowchart should this situation occur.

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

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

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

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

- SCPHN public health nurse (R4.7.2)

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

A SCPHN public health nurse route isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

YES NO

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

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

YES NO N/A

- SCPHN public health nurse practice (R4.9.2)

YES NO N/A

A SCPHN public health nursing route isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 30 January 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET

NOT MET

N/A

Standard 5: Qualification to be awarded

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

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

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

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

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

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

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

Findings against the standards and requirements

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

- The programme award to be approved is clearly identified in all programme documentation and is a minimum of a postgraduate masters' level (R5.1)

YES

NO

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

YES NO N/A

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

N/A

An SPQ programme isn't proposed.

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

YES NO N/A

The V300 isn't included in the programme.

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

YES NO N/A

The V300 isn't included in the programme.

Fall Back Award

If there is a fall back exit award with registration as a SCPHN all NMC standards and proficiencies are met within the award

YES NO N/A

The exit award is an academic award only and doesn't permit registration as a SCPHN.

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 30 January 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Section four

Sources of evidence

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

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

<p>Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>If you stated no above, please provide the reason and mitigation: The university doesn't provide a universal handbook, all handbooks are at programme level. An apprenticeship route isn't proposed.</p>		
<p>List additional documentation: Condition evidence: PUSC strategy implementation plan, March 2024 PUSC welcome and introduction training slides, February 2024 Examples of PUSC curriculum contributions, undated. Advanced assessment and communication skills in public health nursing practice timetable, undated. Developing autonomous practice in SCPHN (HV) timetable, undated Developing autonomous practice in SCPHN (SN) timetable, undated Early intervention promoting mental health and maximising outcomes for children and families timetable, November 2024 Effective leadership in professional practice timetable, April 2025 Introduction to public health timetable, September 2024 Leading service delivery in public health nursing timetable, January 2025 Safeguarding in healthcare timetable, undated Advanced assessment and communication skills module session assessment in HV practice, evidence and evaluation ppt, undated Advanced assessment and communication skills module session assessment in SN practice, evidence and evaluation ppt, undated Early intervention module group work for risk and resilience factors impact on parents and children session HV scenario, undated Early intervention module group work for risk and resilience factors impact on parents and children session SN scenario, undated Effective leadership in professional practice role play HV scenarios, undated Effective leadership in professional practice role play SN scenarios, undated Introduction to eating disorders example SN session for early intervention module ppt, undated Introduction to public health formative assessment background to Dragons Den, undated Dragons Den group exercise, September 2024 Introduction to public health group profiling exercise HV, undated Introduction to public health group profiling exercise SN, undated Leading service delivery in public health nursing action learning sets that are delivered by field, undated Perinatal mental health example HV session for early intervention module ppt., undated Safeguarding in healthcare assignment workshop HV PPT, undated Safeguarding in healthcare assignment workshop HV PPT, undated</p>		

Safeguarding marking grid level seven, undated
Sleep scenarios for HV students for developing autonomous practice in SCPHN HV modules, undated
Sleep scenarios for SN students for developing autonomous practice in SCPHN HV modules, undated
Compliance checks report CPD NMC programmes document, undated

Additional comments:
None identified.

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Five HV alumni, 2022 cohort Two HV students, 2023 cohort Three SN alumni, 2022 cohort One SN student, 2023 cohort		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't proposed.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input 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:		
<p>Ashford and St Peter's Hospital NHS FT, CQC inspection report, 4 October 2018 East Surrey Hospital, CQC inspection report, 15 November 2023 Hampshire Hospitals NHS FT, CQC inspection report, 7 April 2020 St Peter's Hospital, CQC inspection report, 29 March 2023 Surrey and Borders Partnership NHS FT, CQC inspection report, 1 May 2020 Surrey and Sussex Healthcare NHS FT, CQC inspection report, 7 May 2021 The Children's Trust Tadworth, CQC inspection report, 6 April 2023 United Hospital Sussex NHS FT, CQC inspection report, 15 May 2023</p>		
If you stated no above, please provide the reason and mitigation: The UoS is an established AEI, no resource checks are required.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Sally Martin Douglas Carr	Date:	2 February 2024
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