

Programme approval report

Section one

Programme provider name:	University of the West of England, Bristol
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 checked="" 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 checked="" type="checkbox"/></p> <p>Health visiting with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>School nurse apprenticeship <input checked="" type="checkbox"/></p>

	<p>School nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Occupational health nurse apprenticeship <input checked="" type="checkbox"/></p> <p>Occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Public health nurse apprenticeship <input type="checkbox"/></p> <p>Public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p>
<p>Title of programme(s):</p>	<p>PGDip Specialist Community Public Health Nursing (Health Visiting) (Apprenticeship)</p> <p>PGDip Specialist Community Public Health Nursing (School Nursing) (Apprenticeship)</p> <p>PGDip Specialist Community Public Health Nursing (Occupational Health Nursing) (Apprenticeship)</p> <p>MSc Specialist Community Public Health Nursing (Health Visiting)</p> <p>PGDip Specialist Community Public Health Nursing (Health Visiting) (interim exit award)</p> <p>MSc Specialist Community Public Health Nursing (School Nursing)</p> <p>PGDip Specialist Community Public Health Nursing (School Nursing) (interim exit award)</p> <p>MSc Specialist Community Public Health Nursing (Occupational Health Nursing)</p>

	PGDip Specialist Community Public Health Nursing (Occupational Health Nursing) (interim exit award)
Academic levels:	
SCPHN health visiting	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN school nurse	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN school nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF

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

	SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
Date of approval visit:	12 March 2024
Programme start date:	
SCPHN health visiting	2 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	2 September 2024
SCPHN school nurse with integrated independent and supplementary prescribing (V300)	
SCPHN occupational health nurse	2 September 2024
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	2 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN school nurse apprenticeship	2 September 2024
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN occupational health nurse apprenticeship	2 September 2024
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: Theresa Titchener, Aileen Monkhouse Lay Visitor: Clementina Aina

Section two

Summary of review and findings

The University of the West of England (UWE) is an established Nursing and Midwifery Council (NMC) approved education institution (AEI), experienced in delivering a specialist community public health nursing (SCPHN) programme. The school of education and childhood (the school) present a SCPHN programme for approval with non-apprenticeship and apprenticeship routes in health visiting (HV), school nursing (SN) and occupational health nursing (OHN).

The proposed programme is delivered at academic level seven. The apprenticeship route is a 120-credit postgraduate diploma (PgDip) award. The non-apprenticeship route is a two-year Master of science (MSc) with a PgDip fall back exit award with NMC registration for students who successfully complete 120-credits and meet the Standards of proficiency for specialist community public health nursing (SPSCPHN) (NMC, 2022). Integrated independent and supplementary prescribing (V300) isn't included in the programme. There's evidence of practice learning partner (PLP) and employer partner (EP) agreement that the programme should focus on developing SCPHNs who can demonstrate specialist knowledge in the HV, SN and OHN fields of practice.

The non-apprenticeship route is offered full-time over 52 weeks and part-time over 104 weeks. Students undertaking the MSc route are required to continue for an additional year and continue to evidence that they meet the SPSCPHN. The apprenticeship route is delivered full-time over 18 months. Programme delivery uses a hybrid approach, a mix of face-to-face and online learning. There's a balance of theory and practice with a block of seven weeks of practice learning towards the end of the programme.

Practice learning and assessment is recorded in the pan-London SCPHN practice assessment document (PAD). The PAD is designed in collaboration with NHS England workforce, training and education (NHSE WTE) and the pan-London group of AEIs delivering SCPHN programmes. It's contextualised to the proposed UWE SCPHN programme.

UWE expects places for the full-time routes to include 69 HV, 11 OHN and 35 SN. The part-time routes expect 10 to 15 places across all three fields.

The programme is mapped against the Standards for post-registration programme (SPRP) (NMC 2022, updated 2023) and the SPSCPHN.

There's some evidence that the application process ensures applicants meet the requirements for entry to the programme. Applicants must be current NMC registered first-level nurses or midwives who can demonstrate capability to study at academic level seven. There's documentary evidence of a process that

supports applicants who don't have a degree. Applications are reviewed on an individual basis by the programme lead and consideration of any previous experience and study in a relevant subject area. There are routes for applicants who've secured a sponsored or commissioned place with NHS or non-NHS employers. Self-employed or self-funded applicants can apply for the programme with the assurance that there's an identified PLP or EP who can meet the governance requirements for practice learning.

There's evidence that students are allocated to practice learning environments appropriate to their field of practice. There are processes in place to ensure that practice learning meets the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023). Students are assigned to appropriately qualified field specific practice assessors and practice supervisors. Practice assessors and practice supervisors support, monitor and assess student achievement of core and field specific SPSCPHN in HV, SN or OHN practice. There are PLP and EP processes in place to ensure that practice assessors and practice supervisors complete a period of preceptorship and that there's appropriate preparation for the roles. PLPs and EPs record and monitor preparation on organisational databases. PLPs and EPs demonstrate a clear commitment to ensuring the quality and safety of practice learning for students and are clear about the requirements to meet the SSSA.

UWE and the programme team demonstrate a commitment to actively promote a learning environment that doesn't exclude or discriminate. There's evidence of a commitment to widening participation and access to higher education. The programme team support this approach working with students, PLPs and EPs and nationally by participation in projects with NHSE WTE and the institute of health visiting. Inclusivity is a core value of the UWE positive learning culture that supports student achievement. There's evidence of an inclusive curriculum and practice toolkit that supports the programme. UWE monitors and collects data to ensure programmes actively work to ensure equality, diversity and inclusion (EDI). Attainment gaps are monitored by UWE EDI champions as part of ongoing quality assurance mechanisms. There's evidence that EDI and unconscious bias training is mandatory at the UWE and for PLPs and EPs.

There's evidence of how UWE works in partnership with PLPs and EPs. There's assurance that they work collaboratively to address when risks to the quality and safety of practice learning are identified through system regulator reporting. There's evidence of partnership processes to address practice learning concerns and where required exceptional reporting to the NMC.

There's some evidence of opportunities for feedback from people who use services and carers (PUSCs) about programme development through the UWE public health nursing community partnership group. Evidence of sustained programme engagement with PUSCs is limited.

All identified PLPs and EPs support the direct-entry and apprenticeship routes. Written statements of commitments are in place for all routes. The development of the apprenticeship route is in response to workforce requirements to widen participation. EPs are: Torbay and South Devon NHS Foundation Trust, University Hospitals Bristol and Weston NHS Foundation Trust, Swindon Borough Council, Sirona Care and Health, Royal United Hospitals Bath NHS Foundation Trust, Royal Cornwall Hospitals NHS Trust, Cornwall Partnership Foundation Trust, University Hospitals Plymouth NHS Trust, Livewell Southwest, Health Care Resourcing Group (HCRG) Care Group, Cornwall Council, Devon County Council, Gloucestershire Health and Care NHS Foundation Trust and Somerset Council. The Defence Medical Rehabilitation Centre support the OHN apprenticeship route only.

The programme is delivered at the Glenside campus with six face-to-face taught days on the Plymouth Campus to accommodate those students that have some distance to travel to the Glenside Campus.

The approval visit is undertaken face-to-face.

The Standard framework for nursing and midwifery education (SFNME), (NMC, 2018) and the Standards for student supervision and assessment (SSSA), (NMC 2018, updated 2023) are not met at programme level as conditions apply.

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

Updated 10 May 2024:

UWE provide evidence to meet the three NMC conditions. UWE confirm the university condition is met.

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

	<p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Provide a strategy and an implementation plan to demonstrate how PUSCs are recruited to, prepared for and involved in the co-production, design, delivery, assessment and evaluation of the programme. (SFNME R1.12, R2.7, R5.14)</p> <p>Selection, admission and progression:</p> <p>Condition two: Provide evidence that the programme website is updated to clearly state applicants must be capable of safe and effective practice at the level of proficiency appropriate to the SCPHN programme before they can be considered eligible to apply to the programme. (SPRP R1.1.1)</p> <p>Practice learning:</p> <p>Condition three: Provide an implementation plan for the preparation of practice assessors and practice supervisors to support SCPHN student learning and assessment, this must include preparation for using the PAD. (SSSA R3.4, R4.1, R5.1, R5.2, R7.1, R7.4, R8.4; SPRP R4.2)</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition four: Provide evidence of the process for the moderation of PAD submissions. (University condition)</p>
<p>Date condition(s) to be met:</p>	<p>10 May 2024</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: To consider including group work that's formally assessed. (University recommendation)</p>

	Recommendation two: To consider providing an EDI workshop or module to ensure that all staff working with students receive EDI training. (SFNME R2.1; SPRP R2.1.1) (NMC and university recommendation)
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>The UWE public involvement partners in learning and teaching policy details the requirements for the recruitment, training and ongoing support for PUSCs. The policy is managed by the UWE public involvement office who oversees the involvement of PUSCs across all programmes. A PUSC strategy and implementation plan details the involvement of PUSCs in the programme. This details PUSC involvement in ongoing programme design, recruitment and selection processes, delivery, assessment and evaluation of the programme. Condition one is met.</p> <p>A revised recruitment and admission process and weblink in the SCPHN programme website clearly details the requirements for entry to the programme. This includes that applicants must be capable of safe and effective practice at the level of proficiency appropriate to the SCPHN programme before they can be considered eligible to apply to the programme. Condition two is met.</p> <p>A revised implementation plan details how practice assessors and practice supervisors are supported and prepared to supervise and assess students. Condition three is met.</p> <p>Email confirmation that the chair of the conjoint approval panel confirms the university condition is met. Condition four 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:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>

	Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	10 May 2024

Section three

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

Partnerships
<p>The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p>Standards framework for nursing and midwifery education (NMC 2018, updated 2023)</p> <p>Standard 1: The learning culture: 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</p> <p>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</p>

- R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
- R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
- R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

- R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
- R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
- R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
- R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

- R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
- R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
- R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

- R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
- R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
- R5.14 a range of people including people who use services contribute to student assessment

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and the visit confirm effective partnership working between UWE, PLPs and EPs in the recruitment, development, delivery and evaluation of the programme. PLPs and EPs tell us about their involvement with UWE in the design of the programme and that this includes the decision not to include the V300 award.

PLPs and EPs confirm there's regular opportunities to provide feedback and evaluation to the programme team throughout the academic year. There's a process in place to escalate student concerns and any incidents in practice. Documentary evidence confirms and PLPs and EPs tell us about how quality assurance mechanisms are maintained through practice audit cycles and reviews of Care Quality Commission (CQC) reporting.

The programme team tell us that there's a service user/public partner group and that they're working with the group to further develop PUSC involvement in all aspects of the programme. There's a plan to involve PUSCs in the programme management committee meetings that take place twice a year. There's limited evidence that details how PUSCs are recruited and prepared for their involvement in the programme. PUSCs can't tell us about their involvement in the co-production, recruitment and selection processes, delivery, assessment and evaluation of the programme. (Condition one)

Documentary evidence confirms and the programme team and students tell us that there are opportunities for shared learning across the HV, SN and OHN fields throughout the programme. There are opportunities for inter-professional learning (IPL) with professionals from other programmes. This includes the two public health focused programme modules delivered by the public health and environmental health team members. There's IPL practice learning opportunities to explore inter-professional working with alternative public health services. Students confirm that there are opportunities to work with professionals and agencies in the wider context of public health practice.

The programme team and students confirm that there are opportunities to evaluate the programme and this forms part of the annual UWE quality monitoring and enhancement processes. Students confirm that all modules and practice learning environments are formally evaluated through module experience questionnaires, internal audit processes and online monitoring of student feedback. Students are encouraged to provide feedback relating to practice learning experiences through the UWE reporting system ARC (this is the name of the software, not an acronym or abbreviation). All postgraduate students are invited to participate in the UWE postgraduate taught student experience survey. Students tell us that there are regular opportunities for them to provide verbal feedback to the programme team.

Students feel listened to and confirm that the programme team are responsive to their feedback. They tell us that they're well supported in practice learning environments by practice assessors and practice supervisors.

Documentary evidence, senior school and PLP/EP representatives confirm that they work collaboratively to ensure practice learning quality and safety and that they've robust policies and processes in place for programme governance. PLPs and EPs tell us that they're confident that the processes that support practice learning are in place. There's evidence of a fitness to practise policy and process. PLPs, EPs, practice assessors, practice supervisors and students tell us that they

know how to raise concerns. The process is detailed in student, practice assessor and practice supervisor facing programme documentation.

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

There's limited evidence that details how PUSCs are recruited and prepared for their involvement in the programme. PUSCs can't tell us about their involvement in the co-production, recruitment and selection processes, delivery, assessment and evaluation of the programme.

Condition one: Provide a strategy and an implementation plan to demonstrate how PUSCs are recruited to, prepared for and involved in the co-production, design, delivery, assessment and evaluation of the programme. (SFNME R1.12, R2.7, R5.14)

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

MET NOT MET

Post Event Review

Identify how the condition is met:

Condition one: The UWE public involvement partners in learning and teaching policy details the requirements for the recruitment, training and ongoing support for PUSCs. The policy is managed by the UWE public involvement office who oversees the involvement of PUSCs across all programmes. The policy includes guidance for academic staff about processes to support PUSC engagement and that they must be provided with EDI training. A PUSC strategy and implementation plan details the involvement of PUSCs in the programme. This details PUSC involvement in ongoing programme design, recruitment and selection processes, delivery, assessment and evaluation of the programme.

Condition one is met.

Evidence:

The UWE public involvement partners in learning and teaching policy, February 2023

SCPHN programme PUSC implementation plan, undated

Date condition(s) met: 10 May 2024

Revised outcome after condition(s) met:	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
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Independent/Supplementary Prescriber (V300)
<p>Please indicate whether the V300 is a compulsory or optional element of the Specialist community public health nursing programme. Optional <input type="checkbox"/> Compulsory <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>The V300 award isn't included in the proposed programme.</p> <p>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 <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>OR</p> <p>If V300 is approved against Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber provide the date it was approved: 18 May 2021</p>

Student journey through the programme
Standard 1: Selection, admission and progression
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R1.1 ensure that the applicant is an:</p> <p>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</p> <p>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</p> <p>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</p>

- 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

R1.1.1 is not met. Documentary evidence and the visit confirms that recruitment and selection is a joint process between the UWE, EPs and PLPs. The process is supported by a designated UWE administrative support team. There's documentary evidence of a process to support applicants who don't fully meet the academic entry requirements. These are reviewed on an individual basis by the programme lead and there's consideration of any previous experience and study in a relevant subject area.

The programme specification details entry requirements but doesn't include the requirements for confirmation that applicants are capable of safe and effective practice before being eligible to apply for entry onto the programme. The programme team tell us that this information isn't recorded in programme specifications and is detailed on the UWE programme website page. We're unable to view the programme website. There's no assurance of how applicants confirm that they're capable of safe and effective practice before being eligible to apply for entry to the programme. (Condition two)

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

N/A

An SPQ programme isn't proposed.

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

YES NO

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

YES NO N/A

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

N/A

An SPQ programme isn't proposed.

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

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

MET

NOT MET

R1.5 is met. Documentary evidence and the visit confirm that arrangements and governance structures are in place to support practice learning. Senior PLPs and EPs confirm the requirements for protected learning time to ensure students are supported and appropriately supervised in practice learning environments. Protected learning time is documented in the programme, practice assessor and practice supervisor handbooks and monitored by academic assessors at tripartite meetings. Students tell us that protected learning time is supported by PLPs and EPs.

Documentary evidence and senior PLPs and EPs confirm that the arrangements and governance structures in place apply to non-NHS, self-employed and self-funded applicants. All practice learning environments are subject to educational audit process that ensures that the governance structures are in place to support practice learning. There's evidence of a process that ensures there's adherence to the SSSA and programme team work in partnership with PLPs and EPs to support self-employed and self-funded students.

Documentary evidence confirms and the programme team tell us that practice learning environments are administered and managed on the ARC system. The outcome of educational audits and a register of practice assessors for all professional programmes are recorded on ARC. Practice learning environments are educationally audited every two years and confirm that practice assessors and practice supervisors meet the requirements of the SSSA. Strategic practice learning and planning boards monitor the safety and quality of SCPHN practice learning environments, practice learning capacity and student experience.

Documentary evidence demonstrates that there are policies and procedures in place to ensure programme governance for theory and practice learning. There

are flow diagrams and guidance in student, practice assessor and practice supervisor facing handbooks about how to raise concerns and who to contact regarding incidents, placement quality, student progress and support. Practice assessors, practice supervisors and students tell us that they know who the nominated person is in practice. The PAD outlines the roles and responsibilities of practice assessors, practice supervisors, academic assessors and students. Senior school, PLP and EP representatives tell us that the student experience is central to the programme. Established processes are in place to ensure the quality of the programme. Student feedback and evaluation are part of the UWE annual monitoring processes. There are processes to manage any risks to the safety and quality of SCPHN education including an escalation of concern policy. Practice assessors, practice supervisors and students tell us that they know how to raise concerns and that this is detailed in the PAD, student and practice assessor and supervisor handbooks and on the school website.

Documentary evidence and the visit confirms that there's ongoing supervision and support for students in practice learning environments. Students are assigned to practice assessors and practice supervisors and there's an induction period at the beginning of the programme to introduce the requirements of the programme to students, practice assessors and practice supervisors. There are opportunities for formative feedback throughout the programme to support progression towards achievement of the SPSCPHN. Student progress meetings with practice assessors, practice supervisors and academic assessors record and review action plans if required. Students tell us that there's good support in practice learning environments and that there's clear processes to declare and receive support for any reasonable adjustments and to support any personal circumstances in theory and practice learning.

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 V300 award isn't included in the proposed 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 V300 award isn't included in the proposed 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.

Documentary evidence confirms and the programme team tell us that existing students will complete the current programme. Students confirm they agree with the decision not to transfer to 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 is adopted in the current SCPHN programme.

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

There's no assurance of how applicants confirm that they're capable of safe and effective practice before being eligible to apply for entry to the programme.

Condition two: Provide evidence that the programme website is updated to clearly state applicants must be capable of safe and effective practice at the level of proficiency appropriate to the SCPHN programme before they can be considered eligible to apply to the programme. (SPRP R1.1.1)

Date: 12 March 2024

Post event review

Identify how the condition(s) is met:

Condition two: A revised recruitment and admission process and weblink to the SCPHN programme website clearly details the requirements for entry to the programme. This includes that applicants must be capable of safe and effective practice at the level of proficiency appropriate to the SCPHN programme before they can be considered eligible to apply to the programme. The process for checking applicants meet the entry requirements is clearly detailed.

Condition two is met.

Evidence:

Revised, SCPHN programme recruitment and admission process, undated
Revised, SCPHN programme website screenshot with a weblink detailing the entry requirements, undated

Date condition(s) met: 10 May 2024

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

Standard 2: Curriculum

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

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

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

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

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

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

- R2.4 state routes within the programme for:
- R2.4.1 students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse
 - R2.4.2 students to enter the SCPHN register for the public health nurse qualification
 - R2.4.3 students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing
 - R2.4.4 students to annotate their registration in community nursing SPQ practice in health and social care
- R2.5 ensure programme learning outcomes reflect the:
- R2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing
 - R2.5.2 core standards of proficiency for SCPHN that are tailored to public health nursing
 - R2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice
- R2.6 set out the general and professional content necessary to meet the:
- R2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,
 - R2.6.2 core standards of proficiency for SCPHN public health nurse qualification
 - R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care
- R2.7 set out the content necessary to meet the programme outcomes for each intended field of:
- R2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,
 - R2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care
- R2.8 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies
- R2.9 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment
- R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and

R2.11 ensure programmes are:
R2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award
R2.11.2 no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes.

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

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

Findings against the standard and requirements

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

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

- all selected fields of SCPHN practice and/or SCPHN PHN practice (R2.1.1)
YES NO N/A
- 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 V300 award isn't included in the proposed 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 SCPHN 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 SCPHN 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 met. Module specifications are mapped to the core and field specific SPSCPHN for the intended fields of HV, SN and OHN. There's clear evidence that the programme meets the requirements that are specific to each field of SCPHN practice. Core modules are designed to support shared learning across all fields of SCPHN practice, students are supported to contextualise learning to their intended field of SCPHN practice.

The programme comprises of six 20-credit modules at academic level seven. There are four 20-credit modules shared with all fields and two 20-credit modules that are field specific. Progression towards and achievement of the SPSCPHN is recorded in the PAD as part of the field specific practice modules. Theoretical content takes place in terms one and two each year with practice learning spread over the year and a block of placement in term three. MSc students complete 60 credits in year two of the programme. All modules are compulsory.

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

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

A SCPHN 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. Programme and module specifications detail the programme and module content. A mapping document demonstrates how the completion and achievement of the compulsory modules and module assessment is required to achieve the programme outcomes. Programme assessments are contextualised to the fields of HV, SN or OHN SCPHN practice.

The programme specification confirms that all modules must be successfully achieved. There's evidence to ensure that no compensation is applied in modules with more than one element of assessment.

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

N/A

An SPQ programme isn't proposed.

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

MET **NOT MET**

R2.8 is met. Documentary evidence and the visit confirm that there's a balance of theory and practice learning opportunities and that a range of learning and teaching strategies are used.

Module specifications demonstrate a range of learning, teaching and assessment strategies, that includes seminars, case studies, problem solving learning, discussion groups and role play. The learning and teaching strategy details a six-year plan that aims to ensure students have personalised experiences that are practice-led, research focused, digitally enabling and problem-based in order to achieve teaching excellence. Core members of the programme team deliver modules across the programme. The team are experienced academic staff with SCPHN qualifications who act as nominated academic assessors. The senior school team confirm that there's additional programme support by academics in the school who are subject experts in, for example, public and environmental health. The team confirm that teaching workloads are monitored, they tell us that there's a wider group of SCPHN qualified academic staff working in the school

who can support the programme in the event of an increase in students. They tell us that they've recently appointed an additional NMC registered SCPHN OHN member of the programme team to support delivery of the OHN route.

A blended hybrid learning and teaching strategy is employed. Module specifications detail on-campus lectures, group work and online learning. Students access on-campus or online teaching sessions. There are specific campus teaching sessions that students must attend. The programme team and students tell us that there's a well-organised induction with a sequence of welcome events to provide students with a sense of identity and belonging to the UWE community. Induction includes an introduction to the UWE library and student support services. The induction week provides the opportunity for students to develop networks that support future collaboration.

Theory and practice learning attendance is monitored by academic assessors, the programme team, practice assessors and practice supervisors. Any non-attendance is recorded and reported to and by PLPs and EPs. If non-attendance is an issue, the programme team ensure that students are supported if needed. All practice learning time must be achieved and missed hours must be retrieved to complete the programme. Practice assessors and practice supervisors work with students to monitor any missed practice learning hours/days. In partnership with academic assessors, they agree a plan to support students to complete the requirements for practice learning. The process is documented and recorded in the PAD. PLPs, EPs and students are positive about this approach and tell us that this supports the achievement of required practice learning time.

The assessment strategy includes a variety of written and verbal assessments that are mapped to module and programme outcomes. Formative assessments include quizzes, peer and group feedback and reflection on practice learning experiences that are recorded in the PAD. Summative assessments include a web-based health promotion resource, presentations, written reports and essays. Progression towards achievement of the SPSCPHN in practice is assessed in the PAD. Students receive formative assessment feedback that supports preparation for summative assessments.

There's evidence that there's an appropriately qualified external examiner in place.

- 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. Programme and module specifications confirm that there's a range of teaching and learning activities that enable learning using a range of learning technologies including an online collaboration platform and recorded taught sessions. Module specifications detail a mixture of face-to-face and online

lectures, group work, peer discussions, case studies, problem-based learning and simulated learning opportunities.

Documentary evidence confirms that students have access to the UWE virtual learning environment (VLE), supporting learning and development that allows students to revisit taught content. The VLE enables students to access library resources, online study skills resources that promote literacy, academic writing skills development and digital support. Assessments are designed to support and enhance skills in the development of a digital health promotion resources and narrated presentations. Digital technology for learning is a priority for the UWE and all students have access to comprehensive support through library services at the UWE.

The programme team, PLPs and EPs tell us that simulated learning provides students with opportunities to practice difficult conversations in a safe learning environment. Simulated learning opportunities include role play with actors to support the development of managing difficult conversations with for example bereaved parents or children. They tell us about the importance of supporting people who are depressed and having suicidal thoughts and, while this can challenge students, this prepares them for future practice.

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

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

The programme isn't delivered in Wales.

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

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

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

Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 12 March 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 3: Practice learning
<p>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</p> <p>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 <i>Standards for student supervision and assessment</i> 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</p>

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

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

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

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

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

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. Documentary evidence and the visit confirm that suitable and effective arrangements and governance are in place to support practice learning. UWE is required to meet the apprenticeship requirements of the institute for apprenticeships and technical education. The programme team tell us that the school apprenticeship co-ordinator supports apprentices and works in partnership with practice assessors, practice supervisors and academic assessors to address any student concerns or issues that impact on learning. Senior school, PLP and EP representatives confirm that there's effective partnerships in place to support the quality and safety of practice learning environments.

Documentary evidence, the programme team, PLPs and EPs confirm that all practice learning environments require a satisfactory educational audit. These provide assurance that practice assessors, practice supervisors and academic assessors meet the SSSA. Educational audits are completed in partnership with PLPs and EPs. The programme team confirm that they review all educational audits to ensure a reliable process is undertaken and that SCPHN practice learning environments meet programme requirements.

Documentary evidence confirms and students tell us that there's a period of theory and practice learning induction. These are an opportunity for them to disclose any reasonable adjustments. The UWE disability services provide students with a disability services action plan that contains recommendations about any reasonable adjustments required to support student learning.

Documentary evidence, PLPs, EPs and students confirm that student progress is monitored at tripartite meetings in each term, or more frequently if required. Progression towards achievement of the SPSCPHN is recorded in the PAD. Practice assessor, practice supervisor and student facing programme documentation including the PAD detail the processes for raising any concerns about student progress. Information about who's available to support practice assessors, practice supervisors or students to raise concerns is detailed in the programme documentation. The nominated person in practice is clearly detailed if there are any concerns identified in practice learning environments.

Senior school, PLP and EP representatives confirm a commitment to support self-employed or self-funded students. There's evidence of a process for self-employed and self-funded applicants that PLPs and EPs confirm a commitment to support. Self-employed and self-funded applicants must demonstrate that they meet NMC SCPHN entry requirements and have the support of an identified PLP or EP who must confirm that there's a nominated practice assessor and practice supervisor assigned to supervise and assess practice learning. Practice learning environments are educationally audited to evidence assurance that suitable and effective arrangements and governance for practice learning are in place. There must be evidence of appropriate learning opportunities that ensure students are supported to achieve the SPSCPHN.

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

MET **NOT MET**

R3.2 is met. Documentary evidence, the programme team, PLPs, EPs and students confirm that processes are in place to ensure that students are assigned to practice assessors, practice supervisors and academic assessors who can facilitate appropriate practice learning and assessment opportunities. The PAD requires completion of a learning agreement that must be completed and signed by practice assessors, practice supervisors, academic assessors and students.

The PAD requires students to take responsibility for learning. A learning log enables students to record key learning experiences that support evidence of how they're progressing towards achievement of the SPSCPHN. Student self-assessment further informs their ongoing development and assessment of the SPSCPHN. Student progress is reviewed and recorded in the PAD by practice assessors in partnership with practice supervisors and academic assessors at

tripartite meetings in each term. There's a process in place that supports additional tripartite meetings if required. Achievement of the SPSCPHN is assessed at a final tripartite in the final term by practice assessors. Academic assessors must agree this in partnership with practice assessors and they must record this in the PAD.

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

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

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

R3.3.1 is met. Documentary evidence and the visit confirm that practice learning provides opportunities for students to develop, progress and meet the SPSCPHN in the intended field of SCPHN practice.

Educational audits ensure that practice learning environments provide a range of learning opportunities that are appropriate to allow HV, SN and OHN students to successfully achieve the SPSCPHN. There are opportunities for alternative and IPL experiences that must be agreed with practice supervisors and/or practice assessors. Students can for example spend time in another geographical area or work with health and social care professionals who can tailor learning that supports individual learning needs. Students, practice assessors and practice supervisors tell us that there's a range of practice learning opportunities available to support achievement of the SPSCPHN.

The PAD requires students to develop an individual learning needs analysis in each term that identifies appropriate practice learning opportunities to support learning. Students agree these with practice assessors and practice supervisors as part of ongoing practice review and feedback. Progression towards achievement of the SPSCPHN is monitored and recorded in the PAD. For students who require additional support with progression, action plans are developed and reviewed regularly and recorded in the PAD.

- SCPHN public health nurse (R3.3.2)

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

A SCPHN public health nursing 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. Programme specifications and programme handbooks confirm and students tell us that there's support available to meet any individual learning needs they may have. There are a wide range of student services available to support learning. The UWE library services provide a variety of academic skills support online or face-to-face. There's support for students who disclose a disability through the UWE disability service who assess student abilities and support needs and outline the reasonable adjustments required for access to the programme. Students are allocated to personal tutors who are members of the programme team who aren't academic assessors. Students have access to extensive UWE wellbeing support services. There are wider UWE services for academic skills and digital support. The programme team are responsible for ensuring that any reasonable adjustments are monitored in theory and practice learning. Students are encouraged to share any reasonable adjustment with practice learning environments. Practice assessors, practice supervisors and academic assessors review and monitor students who've additional learning needs or who've reasonable adjustments in place at each tripartite meeting.

Students tell us that they're encouraged to disclose any additional learning needs and personal circumstances and that they feel supported by the programme team, practice assessors and practice supervisors. The programme team confirm that support for students including consideration of reasonable adjustments is ongoing

throughout the duration of the programme and reviewed at personal and academic tutorials and at tripartite progress review meetings.

There's evidence of an extenuating circumstances policy that details the processes in place that support students who require specific learning aids or who need additional time and support with summative assessments.

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. Programme and module specifications and programme handbooks provide students with clear information about how theoretical and practice learning is tailored at points across the programme. Module delivery periods and submission dates for theory and practice assessments are clearly detailed. Practice learning time is identified across the duration of the programme. There's a tutorial system in place that supports individual preparation for assessments and provides the opportunity for formative assessment feedback.

Students and practice assessors agree that the structure of practice learning is focused on student self-assessment and individual learning need and opportunities. Regular review between students, practice assessors and practice supervisors ensure that learning is tailored to support student progression towards achievement of the SPSCPHN and the programme outcomes. Tripartite meetings provide the opportunity for formative feedback that supports ongoing development.

The programme culminates in a period of practice learning in the intended field of SCPHN HV, SN or OHN practice. This supports the demonstration of overall proficiency and achievement of the programme learning outcomes.

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

An SPQ programme isn't proposed.

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

YES NO

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 12 March 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
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R4.1 ensure student support, supervision, learning and assessment complies with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>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</p> <p>R4.3 ensure practice supervision, the assessment of practice and academic assessment complies with the NMC <i>Standards for student supervision and assessment</i></p> <p>R4.4 ensure practice supervisors:</p> <p>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</p> <p>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</p> <p>R4.5 ensure practice and academic assessors:</p> <p>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</p>

- R4.5.2 can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ
- R4.6 ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking
- R4.6.1 in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN/community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person
- R4.7 provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:
- R4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.7.2 SCPHN public health nurse,
- R4.7.3 their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or
- R4.7.4 other specified field(s) of community nursing SPQ in health and social care
- R4.8 ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met
- R4.9 assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:
- R4.9.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.9.2 SCPHN public health nurse practice,
- R4.9.3 their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, and/or
- R4.9.4 other specified field(s) of community nursing SPQ in health and social care practice.

Standards framework for nursing and midwifery education, specifically: R2.12; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17; R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Documentary evidence and the visit confirm that processes are in place to oversee the quality and safety of student support, supervision, learning and assessment. PLPs and EPs confirm that there's a collaborative approach with the UWE to ensure that there are processes in place and effective communication ensures appropriate student support. Processes confirm that there's student support in accordance with the SSSA. Students are assigned HV, SN or OHN registered practice assessors, practice supervisors and academic assessors who are suitably experienced to support students across the duration of the programme.

Documentary evidence and the visit confirm that there are processes to support individual learning needs in theory and practice. Students are clearly directed to the UWE resources that support student health and wellbeing including support for reasonable adjustments. Student needs are supported by personal tutors and all students have access to the UWE personal tutorial system. There are processes that ensure students receive formative and summative feedback throughout the programme both in theory and practice.

There's evidence of formal processes in place to monitor the quality of the student learning experience including the appointment and oversight of external examiners. Documentary evidence and the programme team confirm that there's an appropriately qualified SCPHN programme external examiner in place. There's evidence of an established system for students to evaluate practice learning experiences. The UWE, PLPs and EPs work collaboratively to review and monitor student practice learning evaluations, provide feedback and develop any action plans where appropriate.

Documentary evidence confirms that there are UWE processes in place to ensure that students, PLPs and EPs are involved in ongoing programme improvement, including mechanisms to provide feedback to practice assessors and practice supervisors. There are processes for escalating concerns for students, PLPs and EPs. The programme team confirm they receive ongoing information about the quality and safety of practice learning environments from PLPs and EPs.

- 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 not met. Documentary evidence and the visit confirm that there's some evidence of ongoing support for and development of practice assessors, practice supervisors and academic assessors who support the programme.

Practice assessors, practice supervisors and academic assessors have access to a UWE online training package, they're encouraged to complete this before undertaking assessor or supervisor roles. This provides access to learning resources that support a period of preceptorship and support preparation for the roles. Practice assessors can access a 15-credit module at academic level seven that's specific to practice assessors who support SCPHN students. UWE provide ongoing preparation and support for those in practice assessor, practice supervisor and academic assessor roles.

The senior school team tell us that new academic assessors are supported through a 12-month period of preceptorship that includes observing experienced academic assessors who support students in practice learning environments. The programme lead provides additional support during the period of preceptorship.

There are processes in place that require PLPs and EPs to work in partnership with the UWE to confirm the allocation of appropriately prepared practice assessors and practice supervisors. Senior PLPs and EPs tell us that the requirements for SCPHN preceptorship and practice assessor and practice supervisor preparation and updates are recorded by the organisation as part of confirming that the SSSA is met. Confirmed practice assessors and practice supervisors are recorded in educational audit documentation. This is reviewed annually in partnership with the programme team as part of the allocation process.

Documentary evidence doesn't clearly provide assurance that there's a plan in place to prepare practice assessors and practice supervisors to supervise and assess students undertaking the proposed programme. Practice assessors and practice supervisors tell us that they've not had access to preparation that's specific to the proposed programme. They tell us that they've not had any preparation to support them to use the PAD. (Condition three)

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

MET **NOT MET**

R4.3 is met. Documentary evidence, the senior school team and senior PLPs and EPs confirm that students are assigned to appropriately experienced and qualified SCPHN practice assessors, practice supervisors and academic assessors. The

PAD provides opportunities for communication between practice assessors, practice supervisors and academic assessors. Confirmation of proficiency is agreed between practice assessors and academic assessors as part of the practice assessment process and recorded in the PAD. There's evidence of effective of theory assessment processes at the UWE with appropriate external examiner scrutiny and feedback.

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

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

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

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

R4.6 is met. The programme team, PLPs and EPs work in partnership to assign students to practice assessors who are appropriately experienced SCPHNs with the relevant HV, SN or OHN field of practice. Senior PLPs and EPs, practice assessors and practice supervisors confirm that there's a required period of preceptorship across PLP and EP organisations. Previous experience as practice

assessors and practice supervisors for other NMC programmes is recognised as part of the ongoing development of practice assessors and practice supervisors.

Practice assessors and practice supervisors confirm that they work collaboratively with academic assessors who support the process of student supervision and assessment.

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

MET **NOT MET**

R4.6.1 is met. Documentary evidence and the visit confirm that processes are in place to ensure that the same person doesn't fulfil the role of practice assessor and practice supervisor. Where students, PLPs or EPs identify that there's an exceptional circumstance this is escalated to the programme lead. An agreed, time limited action plan is agreed between the programme lead, PLPs and EPs to ensure that the student learning experience is monitored. A replacement practice assessor is identified if the situation isn't likely to be resolved in the short term. An example of an exceptional circumstances can be sudden illness or absence.

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 nursing 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

Documentary evidence doesn't clearly provide assurance that there's a plan in place to prepare practice assessors and practice supervisors to supervise and assess students undertaking the proposed programme. Practice assessors and practice supervisors tell us that they've not had access to preparation that's specific to the proposed programme. They tell us that they've not had any preparation to support them to use the PAD. (Condition three)

Outcome

Is the standard met?

MET

NOT MET

Documentary evidence doesn't clearly provide assurance that there's a plan in place to prepare practice assessors and practice supervisors to supervise and assess students undertaking the proposed programme. Practice assessors and practice supervisors tell us that they've not had access to preparation that's specific to the proposed programme. They tell us that they've not had any preparation to support them to use the PAD.

Condition three: Provide an implementation plan for the preparation of practice assessors and practice supervisors to support SCPHN student learning and assessment, this must include preparation for using the PAD. (SSSA R3.4, R4.1, R5.1, R5.2, R7.1, R7.4, R8.4; SPRP R4.2)

Date: 12 March 2024

Post event review

Identify how the condition(s) is met:

Condition three: A revised implementation plan details how practice assessors and practice supervisors are supported and prepared to supervise and assess students. The plan details a specific professional development day that supports and prepares practice assessors and practice supervisors for the programme recruitment, delivery of content and practice learning requirements including how to use the PAD. Ongoing support sessions are planned across the duration of the programme and practice assessor forums and briefings are held in each term.

Condition three is met.

Evidence:

Revised, implementation plan, support for practice assessors and practice supervisors, March 2024

Date condition(s) met: 10 May 2024

Revised outcome after condition(s) met:

MET

NOT MET

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, that 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 award isn't included in the proposed 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 award isn't included in the proposed 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

Students undertaking the MSc route who successfully complete 120-credits and successfully meet the SPSCPHN can exit the programme with a PgDip fall back exit award with registration as a SCPHN.

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 12 March 2024

Post event review

Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/> N/A

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input checked="" type="checkbox"/>	<input 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"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
List additional documentation: Post visit documentation: SCPHN programme PUSC implementation plan, undated The UWE public involvement partners in learning and teaching policy, February 2023 Revised, SCPHN programme recruitment and admission process, undated Revised, SCPHN programme website screenshot with a weblink detailing the entry requirements, undated Revised, implementation plan, support for practice assessors and practice supervisors, March 2024 Email confirmation by the conjoint approval panel chair that the university condition is met, 29 April 2024		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: SCPHN HV, September 2023 x one. SCPHN HV, September 2022 x one. SCPHN SN, September 2023 x one. SCPHN SN, September 2022 x one. SCPHN OHN, September 2023 x two.		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments:		

None identified.

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, system regulator reports list:</p> <p>CQC inspection report, Avon and Wiltshire Mental health Partnership NHS Foundation Trust, 10 November 2021</p> <p>CQC inspection report, Charlton House Community Resource Centre, 11 May 2023</p> <p>CQC inspection report, Gloucestershire Health and Care NHS Foundation Trust, 18 August 2022</p> <p>CQC inspection report, Gloucestershire Hospitals NHS Foundation Trust, 7 October 2022</p> <p>CQC inspection report, Gloucestershire Royal Hospital, 10 November 2023</p> <p>CQC inspection report, Sirona Care and Health CIC, 9 February 2022</p> <p>CQC inspection report, South Bristol NHS Community Hospital, 2 December 2014</p> <p>CQC inspection report, Torbay and South Devon NHS Foundation Trust, 3 November 2023</p> <p>CQC inspection report, University Hospitals Bristol and Weston NHS Foundation Trust, 12 October 2022</p> <p>CQC inspection report, University Hospitals Plymouth NHS Foundation Trust, 19 January 2022</p>		
<p>If you stated no above, please provide the reason and mitigation:</p> <p>UWE is an established AEI and visits to facilities aren't necessary.</p>		
<p>Additional comments:</p> <p>None identified.</p>		

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Issue record

Final Report

Author(s):	Theresa Titchener Clementina Aina	Date:	21 March 2024
Checked by:	Bernadette Martin	Date:	28 March 2024
Submitted by:	Mubaraq Sanusi	Date:	28 May 2024
Approved by:	Leeann Greer	Date:	28 May 2024