Programme Major Modification report

Section one

Programme provider name:	Cardiff University
In partnership with: *(Associated practice learning partners and /or employer partners involved in the delivery of the programme)*	Aneurin Bevan University Heath Board Cardiff and Vale University Health Board Cwm Taf Morgannwg University Health Board Hywel Dda University Health Board
Programme reviewed: *This is the NMC programme title(s)*	**Specialist community public health nursing:** Health visiting ☒ School nursing ☐ Occupational health nursing ☐ Family health nursing ☐ Generic ☐ **Apprenticeship route** ☐ Health visiting apprenticeship ☐ School nursing apprenticeship ☐ Occupational health nursing apprenticeship ☐
AEI programme title(s):	

Current AEI programme title(s): *Please include the title of the programme(s) affected by this modification or add N/A if the modification doesn't apply to a current AEI programme/route (for example new routes are being added that have a different title to those already approved)*	Postgraduate Diploma (PG Dip) Specialist Community Public Health Nursing (SCPHN) Health Visiting
Modified AEI programme title(s) if applicable: *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A*	N/A
Additional AEI programme title(s) if applicable: *Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A*	N/A
Academic level of current programme:	
SCPHN Health visiting	England, Wales, Northern Ireland ☐ Level 6 ☒ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN School nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11

SCPHN Occupational health nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN Family health nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN Generic	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN Health visiting apprenticeship	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN School nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN Occupational health nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11

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Academic levels of modified/additional programme(s)/route(s):	
SCPHN Health visiting	England, Wales, Northern Ireland ☐ Level 6 ☒ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
SCPHN School nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
SCPHN Occupational health nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
SCPHN Family health nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
SCPHN Generic	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF

	☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
SCPHN Health visiting apprenticeship	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
SCPHN School nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
SCPHN Occupational health nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☒ N/A
Programme approval dates:	
Date of NMC approval of the programme being modified: *This is the approval date under the most recent NMC standards.*	22 April 2016
Date(s) of NMC approval of any modifications since last approval:	

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Programme start dates:	
Current modification programme start dates: SCPHN Health visiting SCPHN School nursing SCPHN Occupational health nursing SCPHN Family health nursing SCPHN Generic SCPHN Health visiting apprenticeship SCPHN School nursing apprenticeship SCPHN Occupational health nursing apprenticeship	27 September 2021
Date of modification:	04 August 2021
Type of modification:	Desktop
QA visitor(s):	Registrant Visitor: Carole Proud

Summary of review and findings
Cardiff University (CU) is an established approved education institution (AEI). On 22 April 2016 CU was approved to deliver a specialist community public health nursing (SCPHN) programme in health visiting (HV) with integrated community prescribing (V100). The programme is delivered on both a full time and part time basis. It is delivered at level seven.   The request for major modification proposes a change to the approved programme. The content of the programme will change to incorporate V100 content approved against the Nursing and Midwifery Council (NMC, 2018) Standards for prescribing programmes (SPP).   The approval of CU's prescribing programme against the SPP was subject to a separate approval visit. Programme approval was confirmed by the NMC on 2 July 2021.   Documentary evidence demonstrates that the V100 is contained within a specific module; 'public health promotion with V100 community nurse prescribing'. Integration of the new prescribing content doesn't impact on the content of other modules within the programme. The Royal Pharmaceutical Society (RPS) competency framework has been mapped against the programme. This framework is now part of the assessment of practice for the SCPHN programme.   At the desktop modification discussion, the programme team provided assurance that no changes have been made to the SCPHN specific learning outcomes for the award, and assurances that the V100 award continues to be integrated into the programme. On reviewing the documentary evidence, this is confirmed.   The Standards framework for nursing and midwifery education (SFNME), (NMC, 2018) and the Standards for student supervision and assessment (SSSA), (NMC, 2018) are met at programme level.   The major modification is recommended for approval.
Recommended outcome of the approval panel

Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☒ Programme is recommended for approval subject to specific conditions being met ☐ Recommended to refuse approval of the programme ☐
Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified **Selection, admission and progression:** None identified **Practice learning:** None identified **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** None identified
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	None identified

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: N/A		
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒	
Summary of observations made, if applicable		
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐	
Date condition(s) met:	N/A	

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards of proficiency for specialist community public health nurses* (NMC, 2004) *Standards framework for nursing and midwifery education* (NMC, 2018) *Standards for student supervision and assessment* (NMC, 2018) *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, 2020)

Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

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

Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC *Standards for student supervision and assessment*
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
R2.7 ensure that service users 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 service users contribute to student assessment

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

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 service users, 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

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Findings against the standard and requirements

Provide an <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

Healthcare Inspectorate Wales (HIW) require all SCPHN programmes to include V100 prescribing. The AEI works in partnership with their practice learning partners (PLPs), service users and carers (SUCs), students and all other stakeholders to deliver this requirement.

The programme team confirm that they work closely with PLPs to ensure a positive learning experience for students and access to suitable experiences to meet the programme requirements. Incorporation of the new prescribing standards ensures that CU, students and PLPs are all working to the most up to date standards and by incorporating these standards across approved programmes, are consistent in their approach to prescribing practice.

In particular, the programme team are working to strengthen the SFNME R2.7. SUCs are now part of the interview panel. In addition, for 2022, the questions asked by the SUCs will have undergone scrutiny by a wider service user group.

Documentary evidence shows that student views and opinions are sought throughout the programme. This is via programme meetings and student evaluations of both practice and theory modules.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education*

MET ☒   NOT MET ☐

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, 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(s) is met:
N/A

Date condition(s) met:
N/A

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

Community Practitioner Nurse Prescriber (V100)
Please indicate whether the V100 is an integrated or optional element of the Specialist community public health programme. **Optional** ☐ **Integrated** ☒ **N/A** ☐ Please indicate whether the V100 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, 2018) **Yes** ☐ **No** ☒ **OR** If V100 is approved against *Standards for prescribing programmes* and *Standards of proficiency for nurse and midwife prescriber* provide the date it was approved: 2 July 2021

Proposed transfer of current students to the programme under review
Education institutions and their practice learning partners may propose to transfer current students to the programme under review. Evidence must be provided to support this proposed transfer.

> *From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the <u>Standards of proficiency for specialist community public health nurses</u> (NMC, 2004) will be met if existing students are to transfer to the proposed programme.*
>
> All current students will complete the existing programme.

Transfer of current students to Standards for student supervision and assessment (NMC, 2018).

Education institutions and their practice learning partners may propose to transfer current students to the <u>*Standards for student supervision and assessment*</u> (NMC, 2018). If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

From your documentary analysis and your meetings provide an <u>evaluative summary</u> to confirm how the transfer to the *Standards for student supervision and assessment (SSSA)* will be met.

Documentary evidence demonstrates that the SSSA are fully incorporated into the programme handbook and practice assessment documentation. The programme team confirm how practice supervisors, practice assessors and academic assessors are prepared for their role. All HV students are assessed by a practice assessor who is both SCPHN (HV) registered and a nurse prescriber.

Programme standards - Standards of proficiency for community specialist public health nurses

Standards of proficiency for entry to the register

Context of practice

- The standards of proficiency apply for entry to the specialist community public health nurses' part of the NMC register.

- They must be achieved within the context of the practice route followed by the student. This provides comparability of proficiency at the point of entry to the register, whilst ensuring that the specific knowledge, skills and proficiencies pertaining to each field of specialist community public health nursing are achieved for safe and effective practice.

Findings against the standard and requirements
Evidence provides assurance that the following is met: • The standards of proficiency apply for entry to the specialist community public health nurses' part of the NMC register.   **Yes** ☒   **No** ☐
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the standard/requirement is met or not met   • The standards of proficiency are achieved within the context of the practice route followed by the student. This provides comparability of proficiency at the point of entry to the register, whilst ensuring that the specific knowledge, skills and proficiencies pertaining to each field of specialist community public health nursing are achieved for safe and effective practice.   **MET** ☒   **NOT MET** ☐ Unchanged via this modification.
Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐   **Date:** 4 August 2021
Post event review
Identify how the condition(s) is met N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐ N/A

Standard 1: Length of programme

• Programmes are required to have an overall length of 52 weeks (of which 45 are programmed weeks).

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- There is no maximum time limit within which the programme must be completed and programme providers must ensure that they have in place processes to manage interruptions to the study of programme for whatever reason.

Findings against the standard and requirements

Evidence provides assurance that the following are met:

- Programmes are required to have an overall length of 52 weeks (of which 45 are programmed weeks).

  Yes ☒ **No** ☐

- There is no maximum time limit within which the programme must be completed and programme providers must ensure that they have in place processes to manage interruptions to the study of programme for whatever reason

  Yes ☒ **No** ☐

Outcome
Is the standard met?   **MET** ☒ **NOT MET** ☐ Unchanged via this modification. **Date:** 4 August 2021
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐ N/A

Standard 2: Structure of programme

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- Programmes will comprise practical and theoretical learning that is transferable to different settings, clients and areas of practice, addressing the common principles of community public health.
- In addition, programmes should distinguish common core learning and opportunities for students to learn how this is applied through different roles and in different settings.

Findings against the standard and requirements

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

- Programmes comprise practical and theoretical learning that is transferable to different settings, clients and areas of practice, addressing the common principles of community public health.

MET ☒ **NOT MET** ☐

Unchanged via this modification.

- Programmes distinguish common core learning and opportunities for students to learn how this is applied through different roles and in different settings.

MET ☒ **NOT MET** ☐

Unchanged via this modification.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met

YES ☒ **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to assessment are met

YES ☒ **NO** ☐

Outcome

Is the standard met?   **MET** ☒ **NOT MET** ☐

Date: 4 August 2021

Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	**MET** ☐ **NOT MET** ☐
N/A	

Standard 3: Balance of practice and theory
• The balance between practice and theory in the programmes will be 50 percent practice and 50 percent theory across the whole programme. • A consolidating period of practice equivalent to at least 10 weeks at the end of the programme is required to enable students to consolidate their education and competence in the practice field.
Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:
 	
• The balance between practice and theory in the programmes is 50 percent practice and 50 percent theory across the whole programme.
 	
                             Yes ☒   **No** ☐
 	
• A consolidating period of practice equivalent to at least 10 weeks at the end of the programme enables students to consolidate their education and competence in the practice field.
 	
                             Yes ☒   **No** ☐

Outcome
Is the standard met?   **MET** ☒ **NOT MET** ☐ Unchanged via this modification.

Date: 4 August 2021
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐ N/A

Standard 4: Defined areas of practice
• Where a particular practice route is required students must have completed their consolidated practice experience (minimum of 10 weeks) and at least half the remaining practice time (minimum 6.3 weeks) in settings and with clients that are central to the responsibilities for that defined area of practice. At least half the theoretical learning must have been applied to those core settings and clients. • Students must, additionally, spend at least three weeks gaining experience in the settings, and with clients, considered either important or that may be a potential area of responsibility, even if not central to the defined area of practice.
Findings against the standards and requirements

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Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirements below are met or not met
• Where a particular practice route is required students must have completed their consolidated practice experience (minimum of 10 weeks) and at least half the remaining practice time (minimum 6.3 weeks) in settings and with clients that are central to the responsibilities for that defined area of practice. At least half the theoretical learning must have been applied to those core settings and clients. • Students must, additionally, spend at least three weeks gaining experience in the settings, and with clients, considered either important or that may be a potential area of responsibility, even if not central to the defined area of practice. **MET** ☒ **NOT MET** ☐ Unchanged via this modification.
Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to practice learning are met **YES** ☒ **NO** ☐   Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to practice learning are met **YES** ☒ **NO** ☐

Outcome	
Is the standard met? Unchanged via this major modification. **Date:** 4 August 2021	**MET** ☒ **NOT MET** ☐
Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s) met: N/A	

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

Standard 5: Academic standard of programme
• The minimum academic standard of specialist community public health programmes remains that of a first degree.

Findings against the standards and requirements

Evidence provides assurance that the following requirement is met: The minimum academic standard of specialist community public health programmes remains that of a first degree.	
	Yes ☒ **No** ☐
Assurance is provided that the *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: 4 August 2021	

Post event review

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

Date condition(s) met: N/A

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

Fall Back Award

Standards framework for nursing and midwifery education, specifically R2.11, R2.20
Findings against the standards and requirements
Fall Back Award If there is a fall back exit award with registration as a SCPHN all NMC standards and proficiencies are met within the award **YES** ☐ **NO** ☐ **N/A** ☒ There is no fall back award conferring registration with the NMC.
Assurance is provided that the *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:** 4 August 2021
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐ N/A

Standard 6: Content of curriculum
• The content of the curriculum for specialist community public health nursing programmes should be that which will enable the achievement of the standards of proficiency sufficient for safe and effective practice for entry to the register as a specialist community public health nurse.

• Where a student intends to work in a particular area of practice, content must enable sufficient learning to take place within that area to ensure safe and effective practice. The outcomes and standards for proficiency should be read in conjunction with the guiding principles.

Findings against the standards and requirements

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met

• The content of the curriculum for specialist community public health nursing programmes will enable the achievement of the standards of proficiency sufficient for safe and effective practice for entry to the register as a specialist community public health nurse.

MET ☒ **NOT MET** ☐

Unchanged via this modification.

• Where a student intends to work in a particular area of practice, content will enable sufficient learning to take place within that area to ensure safe and effective practice. The outcomes and standards for proficiency should be read in conjunction with the guiding principles.

MET ☒ **NOT MET** ☐

Unchanged via this modification.

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met

YES ☒ **NO** ☐

Outcome
Is the standard met? **MET** ☒ **NOT MET** ☐
Date: 4 August 2021
Post event review
Identify how the condition(s) is met: N/A
Date condition(s) met:

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

Standard 7: Student support
- Students should be supported in both academic and practice learning environments by appropriately qualified teachers.   - It is expected that teachers in the practice field, as well as those leading academic programmes, will hold qualifications and experience relevant to the area of practice in which they are supporting students, as they will be required to contribute to summative assessments.
Findings against the standards and requirements
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met   - Students are supported in both academic and practice learning environments by appropriately qualified teachers.   MET ☒ NOT MET ☐ Unchanged via this modification.   - It is expected that teachers in the practice field, as well as those leading academic programmes, will hold qualifications and experience relevant to the area of practice in which they are supporting students, as they will be required to contribute to summative assessments.   MET ☒ NOT MET ☐ Unchanged via this modification.
Assurance is provided that the *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* are met YES ☒ NO ☐

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 4 August 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	**MET** ☐ **NOT MET** ☐
N/A	

Standard 8: Nature of programme

- The programme should be arranged so that teaching and learning of both core principles and those specific to particular practice routes are integrated through the whole programme at a level beyond initial registration as a nurse or midwife. This will provide opportunities for appropriate shared learning between areas of community public health.

Findings against the standards and requirements

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met
• The programme is arranged so that teaching and learning of both core principles and those specific to particular practice routes are integrated through the whole programme at a level beyond initial registration as a nurse or midwife. This will provide opportunities for appropriate shared learning between areas of community public health. **MET** ☒ **NOT MET** ☐

Unchanged via this modification.

Outcome
Is the standard met? **MET** ☒ **NOT MET** ☐
Date: 4 August 2021
Post event review
Identify how the condition(s) is met:
N/A
Date condition(s) met:
N/A
Revised outcome after condition(s) met: **MET** ☐ **NOT MET** ☐
N/A

Standard 9: Knowledge underpinning practice
• In order to provide a knowledge base for practice, contemporary theoretical perspectives and public health standards should be explored.

Findings against the standards and requirements
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met • In order to provide a knowledge base for practice, contemporary theoretical perspectives and public health standards are explored. **MET** ☒   **NOT MET** ☐ Unchanged via this modification.

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 4 August 2021	

Post event review	
Identify how the condition(s) is met: N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met:	**MET** ☐ **NOT MET** ☐
N/A	

Standard 10: Assessment

• A range of assessment strategies should be used throughout the programme to test knowledge and standards of proficiency in all aspects of the specialist community public health nursing curriculum. These must include at least one timed examination under invigilated conditions. This requirement excludes any examinations that may be required for nurse prescribing associated with health visiting.

Findings against the standards and requirements
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirements below are met or not met   • A range of assessment strategies are used throughout the programme to test knowledge and standards of proficiency in all aspects of the specialist community public health nursing curriculum. These include at least one timed examination under invigilated conditions. This requirement excludes any examinations that may be required for nurse prescribing associated with health visiting.   **MET** ☒   **NOT MET** ☐   Unchanged via this modification.
Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met   **YES** ☒   **NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* are met   **YES** ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐   **Date:** 4 August 2021
Post event review
Identify how the condition(s) is met:

N/A

Date condition(s) met:
N/A

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

Standard 11: Student status and supernumerary status
• Students undertaking programmes of preparation for specialist community public health nursing practice will be directed throughout by the approved educational institution; and shall have supernumerary status to enable them to achieve the required standards of proficiency. In this instance supernumerary status means, in relation to a student, that she shall not as part of her programme of preparation be employed by any person or body under a contract of service to provide community public health nursing care.   • Where part time students are being employed at the same time as undertaking a programme of preparation, provision must be made to ensure that students are able to obtain suitable learning experiences for a period equivalent to 50 percent of the programme.
Findings against the standards and requirements
Evidence provides assurance that the following requirement is met: • Students undertaking programmes of preparation for specialist community public health nursing practice are directed throughout by the approved educational institution; and have supernumerary status to enable them to achieve the required standards of proficiency. In this instance supernumerary status means, in relation to a student, that she shall not as part of her programme of preparation be employed by any person or body under a contract of service to provide community public health nursing care. **Yes** ☒   **No** ☐   • Where part time students are being employed at the same time as undertaking a programme of preparation, provision ensures that students are able to obtain

suitable learning experiences for a period equivalent to 50 percent of the programme.	
	Yes ☒ No ☐
Outcome	
Is the standard met?	MET ☒ NOT MET ☐
Date: 4 August 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET ☐ NOT MET ☐
N/A	

Standards of proficiency: 4 domains
• Search for health needs
• Stimulation of awareness of health needs
• Influence on policies affecting health
• Facilitation of health enhancing activities
Findings against the standards and requirements

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the domains below are met or not met

4 domains:
- Search for health needs

- Stimulation of awareness of health needs

- Influence on policies affecting health

- Facilitation of health enhancing activities

MET ☒ **NOT MET** ☐

Unchanged via this modification.

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 4 August 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	**MET** ☐ **NOT MET** ☐
N/A	

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s)	☒	☐
Module descriptors SCPHN HV	☒	☐
Student facing documentation including: programme handbook SCPHN HV	☒	☐
Practice assessment documentation (PAD)	☒	☐
Practice placement handbook:	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) at programme level (Gateway one)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway two)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards of proficiency for specialist community public health nurses (NMC, 2004)* (Gateway three)	☒	☐

Curricula vitae for relevant staff	☒	☐
Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: An apprenticeship route is not presented.		
List additional documentation: None identified.		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☐	☒
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☐	☒
Students	☐	☒
If yes, please identify cohort year/programme of study:		
Service users and carers	☐	☒
If you stated no above, please provide the reason and mitigation: This is a major modification desktop event for an approved programme. No apprenticeship route is included. All stakeholders were included in the approval of the SCPHN programme in 2016 and in the approval of NMC (2018) prescribing standards in July 2021.		

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)	☐	☒
Library facilities	☐	☒
Technology enhanced learning Virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If yes, state where visited/findings:		
If you stated no above, please provide the reason and mitigation: Desktop review of an approved programme.		
Additional comments: None identified.		

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Issue record			
Final Report			
Author(s):	Carole Proud	Date:	7 August 2021
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Submitted by:	Shahzaib Ghafoor	Date:	19 August 2021
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