

Programme Audit/Major Modification report

Programme provider:	De Montfort University
In partnership with: (Associated practice placement providers involved in the delivery of the programme)	Leicestershire Partnership NHS Trust Lincolnshire County Council
Date of review:	25 Jul 2019
Type of Modification	Desktop
Provision reviewed:	Registered Specialist Comm Public Health Nursing - HV
Title of current programme:	Specialist Community Public Health Nursing (Health visiting (HV)) Specialist Community Public Health Nursing (School nursing (SN))
Title of modified programme if changed:	
Academic level of current programme:	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Academic level of modified programme if changed:	England, Wales, Northern Ireland <input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
Reviewer:	Mrs Joanna Dunn

Outcome of Approval Panel Meeting	
Outcome:	Recommended for approval
Conditions and NMC standard(s)/requirement(s) they relate to:	<p>Resources None identified</p> <p>Admission and progression None identified</p> <p>Practice learning None identified</p> <p>Fitness for practice None identified</p> <p>Quality assurance None identified</p>
Date conditions to be met:	
Recommendations and NMC standard(s)/requirement(s) they relate to: Note: recommendations will be assessed through the AEI annual self-assessment report	None identified
Date conditions met:	
Programme start date:	23 Sep 2019

Summary

Summary of modification request

De Montfort University (DMU), an approved education institution (AEI) was approved to deliver the specialist community public health nursing (SCPHN) programme for both health visiting (HV) and school nursing (SN) against the Standards of proficiency for specialist community public health nurses (SCPHN) (NMC, 2004) and the Standards to support learning and assessment in practice SLAiP (NMC, 2008) on 13 June 2018.

DMU presented a major modification to the SCPHN programme for the BSc (Hons) SCPHN and postgraduate diploma SCPHN HV and SN programmes to transfer from the SLAiP (NMC, 2008) to the Standards for student supervision and assessment (SSSA) (NMC, 2018). No changes have been made to the programme outcomes. This modification will affect students commencing the programme in September 2019, no existing students are affected.

DMU has worked in collaboration with AEIs and practice placement providers (PLPs) in the Midlands and east region on the approach and implementation of the SSSA through the pan Midlands and east practice learning group (MEPLG).

Documentary analysis and discussion with the programme representative via a teleconference provides assurance that the requirements of the SSSA are met at programme level.

The major modification to the programme is recommended to the NMC for approval.

Feedback from key stakeholders

Presenting Team

A teleconference was held with the SCPHN programme leader and DMU head of school on 25 July 2019 as part of the major modification desktop approval process.

Mentors, sign-off mentors, practice teachers and employers

The approach to SSSA across the university and region has been developed in collaboration with practice placement providers and employers.

Students

Not applicable - Desktop review.

Service users and carers

Not applicable - Desktop review.

Examples of notable and innovative practice and standards they relate to

None identified

Potential risks to compliance of education standards and standards they relate to

None identified

Potential risks to the student learning environment and standards they relate to

None identified

Any other risks to public protection

None identified

Areas for future monitoring

- The implementation of the SSSA

Outcome recommendation

The modification is recommended to the NMC for approval.

NMC Standards

Please refer to the [Standards of proficiency for specialist community public health nurses \(NMC, 2004\)](#), current programme specific circulars accessed via the [NMC Website](#) and Section one of the Mott MacDonald [QA Handbook](#).

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.

What we found:

The practice routes within the SCPHN programme remain unchanged from the original approval. Students will continue to be enabled to achieve the knowledge, skills and proficiencies within their specialist field of community public health nursing.

The documentary analysis and discussion with the programme leader provides assurance that the transfer arrangements for adoption of the SSSA will continue to ensure safe and effective co-ordination of learning within practice environments. The practice learning experiences are designed to meet the programme learning outcomes and proficiencies and meet the student's individual needs. Students receive feedback from practice supervisors in the practice portfolio. Also witness statements from other health and social care professionals contribute to the portfolio. The organisation of practice learning is in line with the requirements of the SSSA.

Outcome:

Standard met

Date standards met:	
Revised outcome:	

Standard 1: Length of programme	
Programmes are required to have an overall length of 52 weeks (of which 45 are programmed weeks). 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.	
What we found:	
Unchanged since the original approval on 13 June 2018.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 2: Structure of programme

<p>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.</p>	
<p>What we found:</p>	
<p>Unchanged since the original approval on 13 June 2018.</p>	
<p>Outcome:</p>	<p>Standard met</p>
<p> </p>	
<p>Date standards met:</p>	<p> </p>
<p>Revised outcome:</p>	<p> </p>
<p> </p>	

<p>Standard 3 – Balance of practice and theory</p>	
<p>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.</p>	
<p>What we found:</p>	
<p>Unchanged since the original approval on 13 June 2018.</p>	
<p>Outcome:</p>	<p>Standard met</p>
<p> </p>	
<p>Date standards met:</p>	<p> </p>

Revised outcome:	

Standard 4 – Defined areas of practice	
<p>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.</p> <p>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.</p>	
What we found:	
Unchanged since the original approval on 13 June 2018.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 5 – Academic standard of programme	
<p>The minimum academic standard of specialist community public health programmes remains that of a first degree.</p>	

What we found:	
Unchanged since the original approval on 13 June 2018.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 6 – content of curriculum	
<p>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.</p>	
What we found:	
Unchanged since the original approval on 13 June 2018.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

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.

What we found:

Documentary evidence and discussion with DMU representatives confirms that the transfer to the SSSA is a regional approach with PLPs and AElS who share the same practice learning environments. This ensures a consistent approach to the preparation and implementation of the SSSA. An implementation plan confirms how existing practice learning and academic staff will be prepared for the new roles of practice supervisor, practice assessor and academic assessor and the timescales to achieve completion of training for these roles. There is also evidence that practice supervisors and assessors will have face to face updates in a range of formats to meet the SSSA requirements.

There is documentary evidence that the programme team have updated existing practice teachers about the SSSA requirements through practice teacher update sessions. Current practice teachers will be transferred to the new practice supervisor and practice assessor register from September 2019, following preparation for these new roles.

The programme practice assessor and supervisor handbook details the role and responsibilities of practice assessors, practice supervisors and academic assessors. Students will be allocated to nominated practice supervisors and a practice assessor who meet the SSSA. Students will be allocated to a lead practice supervisor, who takes responsibility for coordinating day to day support over the duration of the practice learning placement. Documentation confirms that normally the practice supervisor will be a field specific SCPHN, with other health and social care professionals contributing to practice learning. Students normally remain in one practice placement area for both initial and supervised practice. However, SCPHN students from the Leicestershire area change placements for supervised practice. Students are allocated to one practice assessor and academic assessor for the duration of the programme.

Details of the nominated practice supervisors and practice assessors are included

<p>on a 'practice approval form', where the manager confirms their qualifications and that they meet the SSSA requirements for the role.</p> <p>The academic assessor who is the route leader will be a field specific SCPHN with appropriate equivalent experience of the student's field of practice.</p>	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 8 – Nature of programme	
<p>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.</p>	
What we found:	
Unchanged since original approval on 13 June 2018.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 9 – Knowledge underpinning practice	
In order to provide a knowledge base for practice, contemporary theoretical perspectives and public health standards should be explored.	
What we found:	
Unchanged since original approval on 13 June 2018.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

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.	
What we found:	
The documentary analysis confirms that the assessment strategy for academic assessments remains unchanged from the original approval on 13 June 2018. The programme leader confirmed that the timing and stages of assessment of practice learning and achievement of competencies and proficiencies are also unchanged.	
A revised portfolio practice assessment document clearly evidences the adoption of the practice supervisor, practice assessor and academic assessor role and their contribution to the supervision and assessment of practice learning and the student's progression and achievement. This evidence is aligned to the SSSA.	

There is robust evidence that students are allocated to practice and academic assessors who are registered SCPHNs with appropriate equivalent experience for the field of practice. Where students are undertaking the V100, the practice assessor will also be an experienced prescriber with suitable equivalent qualifications.

The programme documentation confirms that both practice supervisors and practice assessors contribute to the assessment of practice through the practice portfolio. This reflects the requirements for the practice assessor and academic assessor to work collaboratively to recommend the student for progression. The documentation details that the academic assessor will meet with the student and the practice supervisor and practice assessor during the programme to review the student's progress.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

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.

What we found:	
Unchanged since the original approval on 13 June 2018.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standards of proficiency: 4 domains	
<ol style="list-style-type: none"> 1. Search for health needs 2. Stimulation of awareness of health needs 3. Influence on policies affecting health 4. Facilitation of health enhancing activities 	
What we found:	
Unchanged since the original approval on 13 June 2018.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

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V100 Community Practitioner Nurse Prescriber	
Please indicate whether the V100 is an integrated or option element of the Specialist community public health programme.	Optional
Please indicate whether the V100 is to be approved at this event or provide the date it was approved	21 Nov 2012
What we found:	
Unchanged since the original approval on 13 June 2018.	

<u>NMC Circular 03/2011</u> - Resources to support programme intentions
Programme providers must provide evidence at programme approval that resources are currently available to support programme intentions.
What we found:
Documentary evidence and discussion with the programme leader and DMU head of school confirms that academic staff will be allocated time in the workload model for the academic assessor role. Documentary evidence and discussion provides assurance that there are partnership agreements in place with the PLP organisations. These arrangements confirm there are sufficient resources in practice learning environments to support the implementation of the SSSA for the SCPHN

programme.	
Monitoring of the effectiveness of the practice learning environments and compliance with the SSSA continue to be undertaken by DMU in partnership with PLPs.	
The placement profile and educational audit tool has been revised to align to the SSSA. Monitoring of the effectiveness of the practice learning environments and compliance with the SSSA continue to be undertaken by DMU in partnership with PLPs.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Evidence and references list
DMU practice assessor and practice supervisor handbook 2019-2020, undated
DMU SCPHN undergraduate programme template 2019, undated
DMU SCPHN postgraduate programme template 2019, undated
DMU BSc (Hons) SCPHN student handbook, 2019-20, undated
DMU Postgraduate Diploma SCPHN student handbook, 2019-20, undated
DMU BSc (Hons) SCPHN practice assessment portfolio 2019, undated
DMU Postgraduate Diploma practice assessment portfolio 2019, undated
DMU SCPHN practice approval form, 2019
DMU practice teacher update agenda, January 2019

DMU presentation for SPQ DN and SCPHN programmes 2019, undated
 DMU semester one visits HV and SN placement visit 2019, undated
 DMU semester two visits HV and SN placement visit 2019, undated
 DMU supervised practice record of visit 2019, undated
 Teleconference with DMU SCPHN programme leader, 25 July 2019
 Email communication with DMU SCPHN programme leader, 25 July 2019
 Leicester, Leicestershire and Rutland (LLR) NHS and Independent Placement Providers (LLR) governance and management of NMC (2018) approved pre and post registration programmes within practice 2019
 Pan Midlands and east practice learning group core presentation 2019, undated
 LLR SSSA implementation timeline 2019, undated
 LLR framework for mapping onto SSSA (NMC,2018) 2019, undated
 DMU role of academic assessor 2019, undated
 DMU academic assessors' spreadsheet 2019, undated
 LLR example of practice supervisor and practice assessor register 2019, undated
 LLR implementation group for SSSA meeting and action notes, November 2018
 Pan Midlands, Yorkshire and East practice learning group implementation strands, 2019
 DMU placement profile and educational audit tool revised 2019, undated

Personnel supporting programme approval
<p>Members of Approval Panel</p> <p>Not applicable - Desktop review.</p>
<p>Programme Presenters</p> <p>QA visitor teleconference with DMU SCPHN programme leader and DMU head of school on 25 July 2019.</p>
<p>Were any service providers visited?</p> <p><i>Not applicable - Desktop review.</i></p>
<p>Meetings with others</p>

Mentors / sign-off mentors	
Practice teachers	
Service users / Carers	
Practice Education Facilitator	
Director / manager nursing	
Director / manager midwifery	
Education commissioners or equivalent	
Designated Medical Practitioners	
Other (please specify)	

If there were no representatives present during the approval event please state why:
Not applicable - Desktop review.

Meetings with students

Nursing					
Adult		Year 1	Year 2	Year 3	Year 4
Mental Health		Year 1	Year 2	Year 3	Year 4
Children's		Year 1	Year 2	Year 3	Year 4
Learning Disabilities		Year 1	Year 2	Year 3	Year 4
Midwifery (3 year)		Year 1	Year 2	Year 3	

Midwifery (18 month)		Year 1	Year 2			
SCPHN		HV	SN	OH	FHN	RPHN
Learning and Assessment in Practice		Mentor	Practice Teacher	Teacher		
Nurse Prescribing		V100	V150	V300		
Specialist Practice		Adult	Mental Health	Children's		
		Learning Disability	General Practice Nursing	Community Mental Health Nursing		
		Community Learning Disabilities Nursing	Community Children's Nursing	District Nursing		
Additional evidence viewed						
No additional evidence was viewed.						

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Issue record

Author:	Joanna Dunn	Date:	12 Aug 2019
Checked by:	Judith Porch	Date:	01 Sep 2019
Approved by:	Leeann Greer	Date:	02 Sep 2019