

Major Modification report

Section one

Programme provider name:	Leeds Beckett University
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	Leeds Community Healthcare NHS Trust Airedale NHS Foundation Trust Bradford District Care NHS Foundation Trust The Mid Yorkshire Hospitals NHS Trust York Teaching Hospitals NHS Foundation Trust Harrogate and District NHS Foundation Trust Private, independent and voluntary health care providers
Provision(s) reviewed:	
<p>Provision: Specialist Community Public Health Nursing – Health Visiting Title of current programme: PGDip Specialist Community Public Health Nursing - Health Visiting Programme start date: 14 September 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 7</p> <p>Provision: Specialist Community Public Health Nursing – School Nursing Title of current programme: PG Dip Specialist Community Public Health Nursing - School Nursing Programme start date: 14 September 2020</p> <p>Current academic level(s): England, Wales, Northern Ireland: Level 7</p>	
Date of review	26 June 2020
Type of Modification	Major Modification (Desktop)
QA visitor(s):	Registrant Visitor: Patricia Colliety

Section two

Summary of review and findings

Leeds Beckett University (LBU), school of health and community studies, has an established record of providing public health nursing programmes. The specialist community public health nursing (SCPHN) programme was approved on 23 May 2017.

The SCPHN programme, with routes in health visiting (HV) and school nursing (SN), is being presented for major modification to remove the integrated V100 community nurse prescribing qualification. The V100 is currently integrated into two modules within the programme and the modules have been modified to remove the V100 content.

The NMC Standards for SCPHN (NMC, 2004) are clearly mapped against the programme learning outcomes and these in turn are mapped to modules, demonstrating that the required standards are met by the modified modules. The required number of days of theory and practice are also met.

The programme has one intake a year and the modified programme is planned for delivery from September 2020. The decision to remove the V100 qualification from the programme has been taken in partnership with practice learning partners (PLPs) and has been discussed with current students. The driver for the decision is that the qualification isn't being used in the practice setting and PLPs don't require their practitioners to hold the qualification. There's documentary evidence of strong and effective partnership working with both PLPs and students.

The programme is offered full time and part time. There are currently no students on a programme interrupt who'd be affected by the proposed modification to the programme.

The modified programme is recommended for approval with no conditions and no recommendations.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>None identified</p> <p>Education governance: management and quality assurance:</p> <p>None identified</p>
<p>Date condition(s) to be met:</p>	
<p>Recommendations to enhance the programme delivery:</p>	<p>None identified</p>
<p>Focused areas for future monitoring:</p>	<p>None identified</p>

Programme is recommended for approval subject to specific conditions being met	
<p>Commentary post review of evidence against conditions:</p>	
AEI Observations	<p>Observations have been made by the education institution</p> <p>No</p>
Summary of observations made, if applicable	
Final recommendation made to NMC:	
Date condition(s) met:	

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><u><i>Standards of proficiency for specialist public health nurses (NMC, 2004)</i></u></p> <p><u><i>Standards framework for nursing and midwifery education (NMC, 2018)</i></u></p> <p><u><i>Standards for student supervision and assessment (NMC, 2018)</i></u></p> <p><u><i>The Code: Professional standards of practice and behaviour for nurses and midwives (NMC, 2015)</i></u></p> <p><u>QA Handbook (September 2018 updated July 2019)</u></p>

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

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other

stakeholders.

There's evidence of partnership working both for the current programme and for the proposed programme developments. The proposed changes were discussed with stakeholders in November 2019. Representatives from the organisations sponsoring SCPHN students on the programme were invited and a summary of the discussion was sent to those who couldn't attend. The proposed changes were also discussed at a practice teacher (now practice assessor) meeting and at the SCPHN monitoring, annual review and evaluation (MARE) meeting which is attended by students.

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 one: Standards framework for nursing and midwifery education and.

Met

Gateway two: Standards for student supervision and assessment

Met

If not met, state reason

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

Community Practitioner Nurse Prescriber (V100)

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 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)

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

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 as part of the education institution's mapping process at Gateway 3 confirming how the Standards of proficiency for specialist public health nurses (NMC, 2004) will be met.

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 of proficiency for specialist public health nurses (NMC, 2004) will be met if existing students are to transfer to the proposed programme.

Documentary evidence and discussion with the programme team provide assurance that current students won't be affected by the major modification and will continue on the programme with integrated V100. Current students are due to complete in September 2020 before the changes come into effect, and therefore won't be transferred to the modified programme. There aren't any students due to return from

a period of suspension of studies. Any student who needs to repeat modules will do so, continuing to access the original programme under the existing arrangements.

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 Standards For student supervision and assessment (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 evaluative summary to confirm how the transfer to the Standards for student supervision and assessment (SSSA) will be met.

This isn't affected by the proposed modification. The SSSA are met at programme level.

Programme standards - Standards of proficiency for 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.

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

Provide an evaluative summary 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

Unchanged since original approval in May 2017.

Outcome

Is the standard met?

Met

Date: 26 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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).
- 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.

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

- **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

Outcome

Is the standard met?

Met

Date: 26 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2: Structure of programme

- 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.

Provide an 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

Unchanged since original approval in May 2017.

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

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

Met

Unchanged since original approval in May 2017.

Assurance is provided that Gateway 1: Standards framework for nursing and

midwifery education relevant to practice learning are met

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 26 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

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

- **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

Outcome

Is the standard met?

Met

Date: 26 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

Provide an evaluative summary 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

Unchanged since original approval in May 2017.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 26 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

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

Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met

Yes

Outcome

Is the standard met?

Met

Date: 26 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 6: Content of curriculum

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

- 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.

Provide an 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

- **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

The learning outcomes of the programme have been mapped against the NMC Standards for SCPHN (NMC 2004), and the programme outcomes have been mapped against module outcomes.

The modified modules and their learning outcomes support the achievement of the standards of proficiency as seen in the module mapping tables, the module descriptors, the programme specification document and the programme handbook.

Provide an 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:

- **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

The content of the programme has been mapped against the NMC proficiencies in the module mapping tables and these are supported by the practice portfolio. The content will allow sufficient learning to take place within that area to allow safe and effective practice.

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

Yes

Outcome

Is the standard met?

Met

Date: 26 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

Provide an 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

- **Students are supported in both academic and practice learning environments by appropriately qualified teachers.**

Met

Unchanged since original approval in May 2017.

Provide an 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:

- 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

Unchanged since original approval in May 2017.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 26 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

Provide an 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

• **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

Unchanged since original approval in May 2017.

Outcome

Is the standard met?

Met

Date: 26 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

Provide an 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

- **In order to provide a knowledge base for practice, contemporary theoretical perspectives and public health standards are explored.**

Met

Unchanged since original approval in May 2017.

Outcome

Is the standard met?

Met

Date: 26 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

Provide an evaluative summary 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

The use of a practice portfolio as well as academic assignments ensure that theory and practice are both assessed. The mapping documents provided demonstrate that the modified modules continue to test knowledge and standards of proficiency in all aspects of the SCPHN curriculum. The removal of the V100 content from the modules allows other relevant topics to be explored within the modules. The assessment workload for the students will be reduced as a consequence of the removal of the V100 and the change to assessment within the modified modules.

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

Yes

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

Yes

Outcome

Is the standard met?

Met

Date: 26 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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.

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

Evidence provides assurance that the following requirement is met:

- **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

Outcome

Is the standard met?

Met

Date: 26 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) 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

Provide an evaluative summary 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

Unchanged since original approval in May 2017.

Outcome

Is the standard met?

Met

Date: 26 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

NMC Circular 03/2011 - Resources to support programme intentions

Programme providers must provide evidence at programme approval that resources are currently available to support programme intentions.

Provide an evaluative summary 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

• Programme providers provide evidence at programme approval that resources are currently available to support programme intentions.

Met

Unchanged since original approval in May 2017.

Outcome

Is the standard met?

Met

Date: 26 June 2020

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Section four

Source 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	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Please specify field/route HV SN	
Student facing documentation including: programme handbook	Yes
Please specify field/route HV SN	
Practice assessment documentation (PAD)	Yes
Practice placement handbook:	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018) at programme level	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	Yes
List additional documentation: SCPHN MARE course log action plan, undated Stakeholder meeting attendance, November 2019 Stakeholder meeting modification questions, November 2019 Stakeholder meeting outcome email, November 2019 University modification SCPHN V100, undated	
If you stated no above, please provide the reason and mitigation	
Additional comments:	

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with	Yes

responsibility for resources for the programme	
Senior managers from associated practice learning partners with responsibility for resources for the programme	No
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	No
Students	No
If yes, please identify cohort year/programme of study:	
Service users and carers	No
If you stated no above, please provide the reason and mitigation	
This was a desktop major modification and only the programme team were required to be part of the teleconference.	
Additional comments:	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning/Virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation	
This was a desktop major modification.	
Additional comments:	

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Issue record			
Final Report			
Author	Patricia Colliety	Date	30 June 2020

Checked by	Ian Felstead-Watts	Date	21 July 2020
Submitted by	Leeann Greer	Date	27 July 2020
Approved by	Helen Shapcott	Date	27 July 2020