Programme Audit/Major Modification report

Programme provider:	Manchester Metropolitan University
In partnership with: (Associated practice placement providers involved in the delivery of the programme)	Manchester University NHS Foundation Trust Stockport NHS Foundation Trust Tameside and Glossop Integrated Care NHS Foundation Trust Northern Care Alliance Wrightington, Wigan and Leigh NHS Foundation Trust Bolton NHS Foundation Trust Pennine Care NHS Foundation Trust Bridgewater Community Healthcare NHS Foundation Trust
Date of review:	05 Sep 2019
Type of Modification	Desktop
Provision reviewed:	Registered Specialist Comm Public Health Nursing – School nursing Registered Specialist Comm Public Health Nursing – Health visiting
Title of current programme:	PgDip/BSc (Hons) Specialist Community Public Health Nursing (with optional integrated nurse prescribing) (School nursing) PgDip/BSc (Hons) Specialist Community Public Health Nursing (with optional integrated nurse prescribing) (Health visiting)
Title of modified programme if changed:	
Academic level of current programme:	England, Wales, Northern Ireland ☐ Level 5 ☒ Level 6 ☒ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10

	☐ Level 11
Academic level of modified programme if changed:	England, Wales, Northern Ireland ☐ Level 5 ☐ Level 6 ☐ Level 7 SCQF ☐ Level 8 ☐ Level 9 ☐ Level 10 ☐ Level 11
Reviewer:	Mrs Carole Proud

Outcome of Approval Panel Meeting	
Outcome:	Recommended for approval with recommendations
Conditions and NMC standard(s)/requirement(s) they relate to:	**Resources** None identified **Admission and progression** None identified **Practice learning** None identified **Fitness for practice** None identified **Quality assurance** None identified
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**	Recommendation one: Work with the Greater Manchester (GM) partnership and north west practice education group (NWPEG) to review training and support for practice supervisors, practice assessors and academic assessors as they transition to the Standards for student supervision and assessment (SSSA). (SSSA R3.5, R5.1, R8.2, R10.3)
Date conditions met:	
Programme start date:	14 Oct 2019

Summary

Summary of modification request

Manchester Metropolitan University (MMU) offers the specialist community public health nurse (SCPHN) programme under current NMC programme standards (2004). The SCPHN health visiting (HV) and school nursing (SN) programmes were last approved in December 2017. The request is for a major modification to transfer from the Standards to support learning and assessment in practice (SLAiP, NMC 2008) to the SSSA (NMC 2018) from October 2019 and ensure MMU is in line with the GM partnership approach to learning in practice. Programme standards are unchanged.

The GM partnership links approved education institutions (AEIs) and practice placement providers across the GM area ensuring a single approach is taken to quality assurance and development of practice learning environments. GM acknowledges the SSSA and has made the strategic decision that all GM students studying on programmes leading to NMC registration or an NMC recorded qualification should move to these Standards. This decision is strengthened by the GM partnership becoming part of the north west practice education group (NWPEG) which includes Cheshire and Merseyside consortium, Lancashire and Cumbria. NWPEG is committed to supporting the development of practice learning materials and the transition to SSSA. MMU works in partnership with their practice learning partners (PLPs) and all are committed to this change. No current students will transition to SSSA, however, prospective students for the 2019–20 cohort are informed at interview.

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

Feedback from key stakeholders

Presenting Team

Desktop review: Teleconference between QA visitor and head of continuous professional development, programme leader (SCPHN HV) and programme leader (SCPHN SN), 6 September 2019.

Mentors, sign-off mentors, practice teachers and employers

Not applicable - Desktop review.

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

Student and practice learning partners evaluation of the change to SSSA.

Outcome recommendation
The modification to the programme is recommended to the NMC for approval. One recommendation is made.

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:	
Unchanged since original approval in December 2017.	
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 original approval in December 2017.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

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.	
What we found:	
Unchanged since original approval in December 2017.	
Outcome:	Standard met
Date standards met:	

Revised outcome:	

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.	
What we found:	
Unchanged since original approval in December 2017.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

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.

What we found:	
Unchanged since original approval in December 2017.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 5 – Academic standard of programme	
The minimum academic standard of specialist community public health programmes remains that of a first degree.	
What we found:	
Unchanged since original approval in December 2017.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

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.

What we found:

Unchanged since original approval in December 2017.

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:

Unchanged since original approval in December 2017. The major modification reflects the change in student support in practice from NMC (2008) SLAiP to NMC

(2018) SSSA.

A clear rationale is given for this change and GM documentation confirms introducing changes to all stakeholders. The programme team confirm students registering on the programme in 2019 are informed of the change to SSSA at interview. They receive information by email and will have a further introduction to the new standards during their induction period. No current students are on interrupted studies.

GM partnership have developed key role descriptors and educational preparation, which outlines the requirements for supervisors to act as role models. The programme team are delivering SCPHN specific workshops to practice supervisors. The NMC (2018) Code is embedded within the educational preparation.

Documentation confirms all practice supervisors will be registered health and social care professionals. They will be working in areas which are audited as providing learning opportunities required for the programme.

NMC requirements regarding revalidation will underpin the ongoing educational and professional requirements of the practice supervisor. The existing health and care professions council (HCPC) requirements regarding continued professional development (CPD) and registration renewal underpins ongoing educational and professional requirements for practice supervisors. This is agreed regionally with stakeholders.

Preparation material for practice supervisors describes their role in supporting and supervising students and giving feedback. A key element is the addition of coaching skills to enable students to take control of their own learning.

The practice supervisor self-declaration form confirms the registered professional has undertaken preparation for the role of practice supervisor and will only supervise students in their area of knowledge and experience.

The practice learning environment audit and additional checklist for SSSA requires practice supervisors with the appropriate knowledge and experience to be allocated to students. The AEI and PLPs work in partnership to allocate students to practice teams. There is a clear process to support reallocation of students in the event of an irretrievable breakdown of placement.

Documentary evidence explains GM's ongoing commitment to supporting practice supervisors. All practice supervisors will be supported by practice assessors, academic assessors and a nominated person in the practice learning environment who will provide ongoing support. Additional programme specific support is available

to practice supervisors supporting the SCPHN programme.

The practice supervisor's contribution to assessment is discussed in the preparation documents and they will work collaboratively with practice assessors and academic assessors to support student achievement. The practice assessment document (PAD) is updated to ensure practice supervisors are able to give written feedback.

The programme team has developed the academic assessor job role and academic assessor preparation. The academic assessor will have knowledge and understanding of the proficiencies and programme outcomes for the students they confirm. The SCPHN programme has a single assessment point; as such one academic assessor is allocated for the programme. The preparation and guidance handbooks explain the practice assessor and academic assessor must be SCPHNs with appropriate equivalent experience for the student's field of practice.

The practice assessor and academic assessor job role, handbook and preparation materials, all outline the need for assessors to have knowledge and understanding of the proficiencies and programme outcomes of the students they confirm. They will receive ongoing updates and support. Documentary evidence outlines expectations for assessors to appropriately raise and respond to concerns regarding student conduct, competence and achievement and are supported to do so.

Documentary evidence demonstrates responsibilities of practice assessors to conduct and confirm student achievement of proficiencies and programme outcomes for practice learning. The practice assessor self declares they understand role responsibilities following undertaking preparation for the role and work in their area of knowledge and experience. The practice assessor handbook and PAD detail how practice assessors must consider feedback from practice supervisors.

Practice assessors will record objective evidence-based assessment in collaboration with the practice supervisors and academic assessors in the PAD.

The practice learning environment audit and additional checklist for SSSA requires practice assessors with the appropriate knowledge and experience to be allocated to students. The AEI and PLPs work in partnership to allocate students to practice assessors.

Documentary evidence explains expectations for practice assessors and academic assessors to work in partnership to evaluate and recommend students for progression.

The programme team, in partnership with PLPs, have devised three different models of supervision and assessment, all enable practice assessors to periodically observe

students across environments.

The practice assessor guidance, preparation handbook and the PAD detail information about programme specific competencies and requirements for gathering and coordinating feedback from practice supervisors and other practice assessors.

Practice assessors and academic assessors will communicate and collaborate at scheduled points in the programme about student achievement and progression. The practice assessor handbook has specific diary dates when the academic assessor and wider programme team will meet. Practice assessors are not simultaneously the practice supervisor and academic assessor for the same student.

The PAD notes students may have an alternative practice supervisor for the nurse prescribing proficiencies. In this case, the practice supervisor may also be the practice assessor. Systems are in place to monitor this. The names of the allocated assessors are recorded in the PAD.

The academic assessor guidance and preparation handbook and job description explain the academic assessor's role in collating and confirming student achievement of proficiencies and programme outcomes for each part of the programme. There is one summative assessment point in the SCPHN programme. Academic assessors will make and record objective, evidence-based decisions on conduct, proficiency and recommendations for progression, drawing on student records and other resources. This is confirmed in the academic assessors' self-declaration.

In the SCPHN programme, the academic assessor is an academic member of the programme team and required to maintain their knowledge and expertise. This is part of the self-declaration process. Documentation describes the partnership working between the academic assessor and practice assessor to evaluate and recommend student progression.

The academic assessor is the student's personal tutor. Tripartite meetings in practice are part of the programme. These meetings ensure the academic assessor understands the student's learning and achievement in practice. The academic assessor guidance and preparation handbook and self-declaration document indicate the academic assessor cannot be the practice supervisor and practice assessor for the same student.

There are two sets of materials to prepare practice supervisors and practice assessors for their new roles and responsibilities. There is the generic GM materials and the programme specific handbooks and workshop materials. This gives a strong foundation for supporting the transition from practice teacher to practice supervisor

and practice assessor.

SSSA represents a significant change to facilitating learning and assessment in practice. As such, the programme team is advised to consider time and resources to review and evaluate training and support requirements for practice supervisors, practice assessors and academic assessors during the transition period. (Recommendation one)

Outcome:	Standard met
Date standards met:	
Revised outcome:	

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.	
What we found:	
Unchanged since original approval in December 2017.	
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 in December 2017.

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 change to assessment is in the practice learning modules. The assessment remains unchanged from December 2017 but the process of assessment by a practice assessor with input from the practice supervisor and academic assessor differs. The change in assessment is acknowledged in the unit descriptors. Information is given in the programme handbook and practice supervisor and assessor handbook.

The practice supervisor and assessor handbook includes a significant dates diary for meetings and workshops between the programme team, practice supervisors and practice assessors to support practice assessment in the programme.

The PAD is amended to reflect all changes in line with the SSSA.

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 original approval in December 2017.	
Outcome:	Standard met

Date standards met:	
Revised outcome:	

Standards of proficiency: 4 domains	
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 original approval in December 2017.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

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	

What we found:

The unit descriptor is updated to reflect SSSA. The PAD is updated to clarify that for nurse prescribing the practice supervisor and practice assessor may be the same individual. The practice assessor for nurse prescribing may not be the same person as the practice assessor for the SCPHN programme standards.

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.
What we found:
The placement agreement between MMU and PLPs is reviewed and updated to reflect the joint commitment to SSSA. Documentary evidence confirms preparation and training materials support the change to SSSA and programme intentions.

Outcome:	Standard met
Date standards met:	

Revised outcome:	

Evidence and references list
GM factsheet for implementation of NMC (2018) SSSA for SCPHN and community specialist programmes from September 2019
GM managers' information for the implementation of SSSA, 2019
GM implementation paper- realising professionalism: SSSA, 29 March 2019
MMU Programme handbook for PG Dip/ BSc (Hons) SCPHN 2019–20, 2019
MMU (2019) Practice supervisor and practice assessor handbook, 2019–20
MMU (2019) PowerPoint: Implementing the NMC standards PG Dip/ BSc SCPHN, May 2019
GM Self-appraisal tool for practice learning environments implementing SSSA, 2019
GM Self declaration document for practice supervisors, 2019
GM Self declaration document for practice assessors, 2019
GM Self declaration document for academic assessors, 2019
MM Unit specification 2CP3D981, undated
MMU Unit specification 2CP3D982, undated
MMU Unit specification 2CP3D081, undated
MMU Unit specification 2CP3D082, undated
MMU Practice assessment document for PG Dip/BSc (Hons) SCPHN, 6 September 2019
Teleconference with Head of continuous professional development and programme leaders, 6 September 2019

Personnel supporting programme approval
Members of Approval Panel

Not applicable - Desktop review

Programme Presenters

Head of continuous professional development

Programme leader - SCPHN - HV

Programme leader - SCPHN - SN

Were any service providers visited?

Not required - Desktop review

Meetings with others

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:

Desktop review and teleconference.

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:	Carole Proud	Date:	13 Sep 2019
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Approved by:	Leeann Greer	Date:	23 Sep 2019