Protecting the public through quality assurance of nursing and midwifery education

Nursing & Midwifery Council

Programme Audit/Major Modification report

Programme provider:	Hertfordshire, University of
In partnership with: (Associated practice placement providers involved in the delivery of the programme)	Hertfordshire Community NHS Trust Barnet, Enfield and Haringey Mental Health NHS Trust
Date of review:	05 Sep 2019
Type of Modification	Desktop
Provision reviewed:	Registered Specialist Comm Public Health Nursing – HV (With Optional Integrated Nurse Prescribing) Registered Specialist Comm Public Health Nursing – SN
Title of current programme:	BSc (Hons) Specialist community public health nursing (health visiting) BSc (Hons) Specialist community public health nursing (school nursing) MSc Specialist community public health nursing (health visiting) MSc Specialist community public health nursing (school nursing)
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 Joanna Dunn

Outcome of Approval Panel Meeting	
Outcome:	Recommended for approval
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**	None identified
Date conditions met:	
Programme start date:	09 Sep 2019

Summary

Summary of modification request

The University of Hertfordshire (UH), an approved education institution (AEI), is approved to deliver the specialist community public health nursing (SCPHN) programme for health visiting (HV) and school nursing (SN) against the Standards of proficiency for SCPHN (NMC, 2004) and the Standards to support learning and assessment in practice (SLAiP) (NMC, 2008) since 19 April 2013.

UH present a major modification to the SCPHN programme for the BSc (Hons) SCPHN and MSc/PgDip SCPHN HV and SN programme to transfer from SLAiP (NMC, 2008) to the Standards for student supervision and assessment (SSSA) (NMC, 2018). No changes are made to the programme outcomes. This modification will affect students commencing the programme in September 2019. No existing students are affected.

UH has worked in collaboration with regional AEIs and practice placement providers (PLPs) on the approach and implementation of the SSSA through the pan London practice learning group (PLPLG).

Documentary analysis and email discussion with the programme representatives provides assurance 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

Desktop review. Email communication with the SCPHN programme leader as part of the major modification desktop approval process.

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

The implementation of the SSSA.

Outcome recommendation
The major modification to the programme 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 programme remain unchanged from the original approval in April 2013 and students will continue to achieve the knowledge, skills and proficiencies in their specialist field of community public health nursing. Documentary analysis provides assurance that transfer arrangements for adopting the SSSA will continue to ensure safe and effective co-ordination of learning in practice environments. Practice learning experiences are designed to meet the programme learning outcomes and proficiencies and meet individual student needs. Students receive feedback from practice supervisors and practice assessors in the practice portfolio of evidence. The portfolio includes a section for other health and social care professionals to contribute feedback. The organisation of practice learning is in line with 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 original approval on 19 April 2013.	
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 on 19 April 2013.	
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 on 19 April 2013.	
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 on 19 April 2013.	
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 on 19 April 2013.	
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 on 19 April 2013.	
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 UH confirms transfer to the SSSA is a regional approach with PLPs and AEIs who share the same practice learning environments. This approach ensures a consistent approach to the preparation and implementation of the SSSA. There's evidence practice assessors and practice supervisors will have updates and training to meet SSSA requirements. The university require practice supervisors, practice assessors and academic assessors to complete a self-declaration form confirming they meet the SSSA. There's documentary evidence the programme team will update existing practice teachers on SSSA requirements through a mandatory bridging workshop to be held in the second week of the programme. 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 detail 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. 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 are allocated to one practice assessor and academic assessor for the duration of the programme.

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 on 19 April 2013.	
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 19 April 2013.	
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:	
Documentary analysis confirms the assessment strategy for academic assessments remains unchanged from the original approval on 19 April 2013. The timing and stages of assessment of practice learning and achievement of competencies and proficiencies are unchanged. A revised portfolio practice assessment document demonstrates 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.

Students are allocated to practice assessors 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 be an experienced prescriber with suitable equivalent qualifications.

Programme documentation confirms practice supervisors and practice assessors contribute to the assessment of practice through the practice portfolio. Documentation reflects requirements for the practice assessor and academic assessor to work collaboratively to recommend the student for progression. Documentation confirms the academic assessor will meet with the student, the practice supervisor and practice assessor during the programme to review student progression.

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.

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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 on 19 April 2013.	
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 on 19 April 2013.	
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.	Integrated
Please indicate whether the V100 is to be approved at this event or provide the date it was approved	
What we found:	
The V100 is approved under the 2018 Standards since June 2019.	

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:

Documentary evidence confirms sufficient resources for the academic assessor role from current SCPHN staff. In addition, they are currently recruiting to two vacant posts. There are sufficient resources in practice learning environments to support the implementation of the SSSA for the SCPHN programme, and all PLPs are part of the PLPLG. Auditing and monitoring practice learning environments for effectiveness, resources and compliance with the SSSA will continue to be undertaken by UH in partnership with PLPs. UH and PLPs have resources in place for the transfer to the SSSA.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

Evidence and references list
UH BSc (Hons) SCPHN programme specification, 2019 onward, undated
UH MSc/PgDip SCPHN programme specification, 2019 onward, undated
UH definitive module document, SCPHN practice level six, 2019, 21 June 2019
UH definitive module document, SCPHN practice level seven, 2019, 21 June 2019
UH definitive module document, V100 nurse prescribing level six, 2019, 21 June 2019
UH definitive module document, V100 nurse prescribing level seven, 2019, 21 June 2019
UH module guide, SCPHN practice level six, 2019, undated
UH module guide, SCPHN practice level seven, 2019, undated

UH MSc/PgDip/BSc (Hons) SCPHN, programme handbook, 2019-2020, undated

UH SCPHN programme, practice portfolio of evidence, 2019-2020, undated

UH academic assessor role descriptor, undated

UH SCPHN programme, practice supervisor and practice assessor handbook 2019-2020, undated

UH bridging workshop for existing practice teachers and mentors PowerPoint, undated

PLPLP a pan London practice learning approach to the implementation of SSSA, undated

PLPLG practice supervisor workshop PowerPoint, undated

PLPLG practice supervisor workshop facilitator guide, undated

UH preparation for SSSA

Hertfordshire Community NHS Trust, mentorship planning for 2019-2020, undated

UH resource statement for SCPHN, 20 June 2019

UH declaration form for practice assessor, undated

UH declaration form for practice supervisor, undated

UH declaration form for academic assessor, undated

UH staff curriculum vitae, undated

UH development meeting for the major modification for SSSA for SCPHN minutes, 18 June 2019

UH mapping tool, undated

UH programme approach to the implementation of SSSA, undated

UH V100 practice supervisor practice assessor handbook, 2019-2020, undated

UH email response to NMC visitor audit trail, 6 September 2019

Personnel supporting programme approval
Members of Approval Panel Not applicable - Desktop review.
Programme Presenters Email communication with SCPHN programme leader, 6 September 2019.

Were any service providers visited?	
Not applicable - 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:

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

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Additional evidence viewed

No additional evidence was viewed.

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Issue record			
Author:	Joanna Dunn	Date:	16 Sep 2019
Checked by:	Monica Murphy	Date:	24 Sep 2019
Approved by:	Leeann Greer	Date:	1 Oct 2019