

**Programme approval visit report**

**Section one**

<b>Programme provider name:</b>	Glasgow Caledonian University
<b>In partnership with:</b> <i>(Associated practice learning partners involved in the delivery of the programme)</i>	NHS Greater Glasgow and Clyde
<b>Programme(s) reviewed:</b>	
<p>Programme: Specialist Community Public Health Nursing – Health Visiting          Title of programme: PgD Specialist Community Public Health Nursing (Health Visiting)          Programme start date: 1 September 2020</p> <p>Academic level(s):          SCQF:          Level 11</p>	
<b>Date of approval</b>	5 November 2019
<b>QA visitor(s):</b>	Registrant Visitor: Patricia Colliety

**Section two**

**Summary of review and findings**

Glasgow Caledonian University (GCU) is an approved education institution (AEI). GCU school of health and life sciences, department of nursing and community health has an established record of providing public health nursing programmes. GCU present for approval the postgraduate diploma (PgD) specialist community public health nursing (SCPHN) health visiting (HV) programme. The SCPHN (HV) programme is presented for approval without the option of the V100 (community nurse prescribing) qualification being taken. The programme is a minimum length of 45 weeks and is offered as full and part-time study with a proposed intake of 25 students once per year.

The new curriculum has been designed to meet the Standards of proficiency for SCPHN (NMC, 2004) and has adopted the Standards for student supervision and assessment (SSSA) (NMC, 2018).

There's evidence of strong and effective partnership working between GCU and practice learning partners (PLPs) at strategic and operational level as well as engagement at a national level. The proposed programme has been co-produced in collaboration with NHS managers, prospective practice assessors and practice supervisors, current and former students and service users and carers.

GCU and PLPs are involved in the ongoing SSSA work at national, regional and local level to ensure a robust and standardised approach to the implementation of these new standards and requirements.

The Standards framework for nursing and midwifery education (SFNME) and SSSA (NMC, 2018) are not met at programme level as conditions apply.

The programme is recommended for approval subject to five conditions. The university made two recommendations.

Updated 3 December 2019:

The programme team provided evidence to meet the five conditions. The conditions and related standards are now met.

The programme is recommended for approval.

Recommended outcome of the approval panel	
<b>Recommended outcome to the NMC:</b>	Programme is recommended for approval subject to specific conditions being met
<p><b>Conditions:</b></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><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>None identified</p> <p><b>Selection, admission and progression:</b></p> <p>Condition one: Provide a programme planner located within the programme handbook, incorporating a breakdown of theory and practice hours, how these are sequenced and identifying alternative practice and consolidated practice. (Standard 3)</p> <p>Condition five: Provide a mapping document that clearly shows how recognition of prior learning can be used to transfer students from the current curriculum to the new curriculum. (Standard 1)</p> <p><b>Practice learning:</b></p> <p>Condition two: Provide a revised practice assessment document which includes clear sections to show the responsibilities and contribution of the academic assessor to practice assessment and student progression, and also includes the practice learning support protocol. (Standard 7; SSSA R9.2; SFNME R3.2)</p> <p>Condition three: Provide an outline timeline which reflects the activities being undertaken by GCU staff with PLPs to implement the SSSA at programme level. (SSSA R1.4)</p> <p>Condition four: Revise the programme handbook to incorporate the key features of the practice element of the programme, incorporating the role of the academic assessor. (Standard 7; SSSA R9.2, R9.4; SFNME R3.2)</p>

	<p><b>Assessment, fitness for practice and award:</b> None identified</p> <p><b>Education governance: management and quality assurance:</b> None identified</p>
<b>Date condition(s) to be met:</b>	3 December 2019
<b>Recommendations to enhance the programme delivery:</b>	<p>Recommendation one: The timetable of theory and practice hours should also highlight holidays/breaks. (University recommendation)</p> <p>Recommendation two: During the development of new assessment initiatives, a pilot should be undertaken to ensure their efficient operation. (University recommendation)</p>
<b>Focused areas for future monitoring:</b>	None identified

**Programme is recommended for approval subject to specific conditions being met**

**Commentary post review of evidence against conditions:**

Revised copies of the programme documentation submitted by the programme team provide evidence that all of the conditions are met.

There's a programme planner and breakdown of theory and practice within the amended programme handbook. There's also clear information about alternative practice hours in the practice learning handbook; and consolidated practice assessment is identified within the practice learning handbook. Condition one is now met.

The role of the academic assessor is now explicit in relation to practice assessment and progression and this is articulated in the revised practice learning handbook. The practice learning support protocol is now shown in the practice learning handbook. Condition two is now met.

The insertion of the 'practice engagement' document within the definitive SCPHN (HV) programme review submission document clearly demonstrates the activities being undertaken by GCU with PLPs. Condition three is now met.

The role of the academic assessor is now clearly identified within the programme handbook. The practice learning handbook now makes clear that the input of the academic assessor must be documented within the assessment process. Condition four is now met.

The definitive SCPHN (HV) programme review submission document now includes a clear mapping document which demonstrates how recognition of prior learning (RPL) can be used to transfer students from the current curriculum to the new curriculum. Condition five is now met.

The Standards of proficiency for SCPHN (NMC, 2004) are now met.

Assurance is provided that the SFNME and SSSA are now met.

The programme is recommended for approval.

**AEI Observations**

**Observations have been made by the education institution**

No

<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval
<b>Date condition(s) met:</b>	3 December 2019

### Section three

<b>NMC Programme standards</b>
<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>

<b>Partnerships</b>
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><u>Standards framework for nursing and midwifery education (NMC, 2018)</u></p> <p><b>Standard 1: The learning culture:</b></p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p>

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 are robust processes in place to support partnership working between the AEI and their PLPs, service users, students and other stakeholders. Discussion with senior clinical managers and senior GCU staff confirmed that there are sufficient resources in place to support the intentions of the programme.

Documentary evidence and findings at the approval visit provided clear evidence



of strong and effective partnership working between GCU, their PLPs, service users and students. Prospective practice assessors and supervisors we met described the partnership working and communication between them and GCU as good. They gave examples of meetings between the SCPHN teaching team with practice assessors both at the GCU and in practice settings which provided updates about the programme and development of the new programme. The practice assessors told us they have been involved in the development of the new programme. They confirm they were able to discuss any concerns about the students, including concerns that the student was failing, with the SCPHN team who are responsive and supportive. Examples were given of partnership working where students have additional needs. The practice assessors told us they have supported time from their employers to work with and support their students who are supernumerary. Practice assessors confirm they are involved in student recruitment and selection interviews and some come into the AEI to teach the students.

The senior clinical managers confirm their education governance processes involve the GCU team. They told us about their involvement in the development of the new programme and that their feedback was taken into account.

The senior clinical managers told us that the programme produces practitioners who are fit for purpose. Good communication between the managers, practice assessors and supervisors, students and GCU staff was reported. There's a joint selection process for the students and service user consultation in the development of the interview questions.

The senior GCU staff, senior clinical managers and the programme team told us they are following the national strategy for the implementation of the SSSA (NMC, 2018). There's guidance for the development of the practice supervisor and practice assessor roles; a Scotland wide handbook is being used. They told us about their involvement in the ongoing work at national, regional and local level to ensure a robust and standardised approach to the implementation of the SSSA. GCU staff have had meetings with current practice teachers to discuss the SSSA and associated new roles. Current practice teachers and mentors working with SCPHN students are being prepared to take on the roles of practice assessor and practice supervisor. Existing practice teachers and mentors will be supported by academic staff to transition to the new roles and this process is outlined in the practice learning handbook for practice supervisors and practice assessors. Current students we met are aware of the SSSA and the practice supervisor and practice and academic assessor roles. Graduates we met are aware of how these roles are being developed in practice.

The academic assessor's preparation, support and ongoing development will be incorporated into the AEI personal development review process and linked to NMC revalidation. Students will have the same member of the SCPHN team as their personal tutor and academic assessor. Students we met are aware of this. The academic assessor's preparation, support and ongoing development will be linked

to the AEl's personal development review process, NMC revalidation and staff development process. The academic assessor will work in the practice setting shadowing a practicing HV once a trimester to enhance currency of practice knowledge.

There's documentary evidence of national and regional partnership working to develop both the SCPHN programme and adopt the SSSA including practice supervisor, practice assessor and academic assessor roles. However, the documentary evidence doesn't identify the specific activities being undertaken by GCU and PLPs in relation to implementing the SSSA and new roles. The implementation timeline for this preparation to be completed in readiness for the September 2020 cohort of SCPHN students isn't clear. (Condition three)

Service users we met confirm they have been involved in the development of the new programme in diverse ways. For example, being asked to give feedback about their interactions with students, being consulted about their views of what it is important for a HV to know and on the proposed changes to the programme. One of the service users told us they speak to the students at GCU about their experiences.

Current and previous students told us there's a clear process for student evaluation of theory and practice learning and the GCU SCPHN team listen to feedback and concerns. Changes suggested by previous students had been incorporated into the current programme. Students had attended the curriculum development group and thought that their views had been taken into account.

Students report that their personal tutor visited them in practice to assess their progress in partnership with their practice assessor.

**Assurance is provided that the AEl 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**

***Not Met***

There's documentary and verbal evidence of national and regional partnership working to develop both the SCPHN programme and SSSA including practice supervisor, practice assessor and academic assessor roles. However, the

documentary evidence doesn't identify the specific activities being undertaken by GCU and PLPs in relation to the implementation of the SSSA including the development of practice supervisor and practice and academic assessor roles. The implementation timeline for this preparation to be completed in readiness for the September 2020 cohort of SCPHN students isn't clear. SSSA R1.4 at programme level is not met. (Condition three)

**If not met, state reason**

There's documentary and verbal evidence of national and regional partnership working to develop both the SCPHN programme and SSSA including practice supervisor, practice assessor and academic assessor roles. However, the documentary evidence doesn't identify the specific activities being undertaken by GCU and PLPs in relation to the implementation of the SSSA including the development of practice supervisor and practice and academic assessor roles. The implementation timeline for this preparation to be completed in readiness for the September 2020 cohort of SCPHN students isn't clear. SSSA R1.4 at programme level is not met. (Condition three)

Condition three: Provide an outline timeline which reflects the activities being undertaken by GCU staff with PLPs to implement the SSSA at programme level. (SSSA R1.4)

**Post Event Review**

**Identify how the condition is met:**

Condition three: The insertion of the 'practice engagement' document within the definitive SCPHN (HV) programme review submission document clearly demonstrates the activities being undertaken by GCU with PLPs to implement the SSSA.

Condition three is now met.

Assurance is provided SSSA R1.4 is now met.

Evidence:

GCU SCPHN (HV) programme review submission document, 28 November 2019

**Date condition(s) met:** 3 December 2019

**Revised outcome after condition(s) met:**

**Met**

Condition three is now met.

Assurance is provided SSSA R1.4 is now 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

**5 April 2013**

**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.

**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.**

Any students who have interrupted their studies will return to the new SCPHN programme and a process of RPL will be undertaken to map their previous learning against the requirements of the new programme. However, there's no documentary evidence of this mapping. (Condition five) (Standard 1)

The programme team told us that they have planned the new programme with the needs of these students in mind so that their return will be as easy as possible.

### **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.**

The programme team told us that there are no part-time students who would need to transfer to the SSSA but that there are full-time students who have interrupted their studies who would need to do so. Returning students will transfer to SSSA and will be informed of the change as part of their return induction. Practice staff will be informed of the student's previous learning and their outstanding learning experiences. However, documentary evidence doesn't identify the specific activities being undertaken by GCU and their PLPs to implement the SSSA in readiness for the transfer of returning students to the SSSA and start of the new programme. (Condition three)

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

Standards of proficiency for entry to the register
<p><b>Context of practice</b></p> <ul style="list-style-type: none"> <li>• The standards of proficiency apply for entry to the specialist community public health nurses' part of the NMC register.</li> <li>• 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.</li> </ul>
<p><i>Evidence provides assurance that the following is met</i></p> <ul style="list-style-type: none"> <li>• <b>The standards of proficiency apply for entry to the specialist community public health nurses' part of the NMC register.</b></li> </ul> <p><b>Yes</b></p> <p><i>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</i></p> <ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul> <p><b>Met</b></p> <p>The programme review submission document for SCPHN (HV) clearly states that applicants to the new programme must have a first degree and have current first level registration status.</p> <p>The module mapping document provides evidence of how the Standards of proficiency for SCPHN (NMC, 2004) are achieved within the modules by mapping these proficiencies against the module outcomes. The standards of proficiency are</p>

also clearly stated within the practice assessment documentation. The learning outcomes and content of the modules shown in the module descriptors handbook are at an appropriate level, reflect the context of contemporary health visiting practice and should allow the students to meet the standards of proficiency.

The senior clinical staff, prospective practice assessors and former students told us that the programme prepared the SCPHN (HV students) for practice. The senior clinical managers told us that the SCPHN (HV) students were fit for purpose when they qualified.

**Outcome**

**Is the standard met?**

*Met*

**Date: 5 November 2019**

**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**

**No**

Standard 1 is not met. The programme team told us that there are processes in place to manage interruptions to study and that there are some students who have interrupted their programmes. These students will need to return to the new programme and use RPL (as detailed in the generic school document) to identify what learning can be imported and what they will need to do in order to complete their programme. The programme team need to map this process for returning students. (Condition five)

**Outcome**

**Is the standard met?**

**Not Met**

Although the AEI has clear processes for RPL the programme team must map the requirements of the current programme against the new programme to identify the requirements for returning students. This relates to the standard that programme providers must ensure that they have in place processes to manage interruptions to the study of programme for whatever reason.

Condition five: Provide a mapping document that clearly shows how RPL can be used to transfer students from the current curriculum to the new curriculum. (Standard 1)

**Date: 5 November 2019**

**Post Event Review**

**Identify how the condition is met:**



Condition five: The definitive SCPHN (HV) programme review submission document now includes a clear mapping document which demonstrates how RPL can be used to transfer students from the current curriculum to the new curriculum.

Condition five is now met.

Standard one is now met.

Evidence:

GCU Definitive SCPHN (HV) programme review submission document, 28 November 2019

**Date condition(s) met:** 3 December 2019

**Revised outcome after condition(s) met:**

***Met***

Condition five is now met.

Assurance is provided that standard one is now met.

## **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**

The programme provides theoretical and practice learning that is transferable to different areas of practice. In the practice learning document, alternative practice is clearly highlighted. The practice learning agreement also highlights the student's learning opportunities and needs in practice through discussion with the practice supervisor and practice assessor. There are two specific public health modules and the other modules show application to contemporary health visiting practice as shown in the module mapping document, the programme handbook and the programme review submission document.

*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**

The programme is for SCPHN HV only. Common core learning is within the research and leadership modules and the use of a practice learning agreement allows the student to identify their learning needs in relation to different roles and settings.

**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: 5 November 2019**

**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.**

**No**

The balance of theory and practice in the documentation isn't clear and this wasn't clarified by subsequent discussion with the programme team. (Condition one)

- **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?**

***Not Met***

The balance of theory and practice in the documentation isn't clear and this wasn't clarified by subsequent discussion with the programme team. (Condition one)

Condition one: Provide a programme planner located within the programme handbook, incorporating a breakdown of theory and practice hours, how these are sequenced and identifying alternative practice and consolidated practice. (Standard 3)

**Date: 5 November 2019**

**Post Event Review**

**Identify how the condition is met:**

Condition one: There's a programme planner and breakdown of theory and practice within the amended programme handbook. There's also clear information about alternative practice hours in the revised practice learning handbook and consolidated practice assessment is identified within the practice learning handbook. The evidence confirms there's a 50:50 theory: practice balance and the requirements for alternative practice and consolidated practice can be met within the programme. The evidence is robust and demonstrates that the condition is met.

Condition one is now met.

Standard three is now met.

Evidence:

GCU SCPHN amended programme handbook, 2020-2021

GCU SCPHN revised practice learning handbook, 2020-2021

**Date condition(s) met: 3 December 2019**

**Revised outcome after condition(s) met:**

**Met**

Condition one is now met.

Assurance is provided standard three is now met.

**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**

The 10 weeks consolidated practice is located within the consolidated practice module. It is clearly stated in the SCPHN programme review document and the practice learning handbook, that students are expected to engage in learning that

reflects the diversity of the population that they will be working with. This will be over a period of 10 weeks.

The practice supervisors and practice assessors, senior clinical managers and students told us the programme allowed the students to gain a range of public health experience. They also told us this included at least three weeks gaining experience in the settings, and with clients, considered either important or that may be a potential area of responsibility. Additionally, they told us that at least half the remaining practice time (a minimum of 6.3 weeks) was in settings and with clients that are central to the responsibilities for that defined area of practice. They also told us that the consolidated practice experience was with clients that are central to the responsibilities for that defined area of practice.

**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: 5 November 2019**

**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: 5 November 2019**

**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**

Practice assessors and senior clinical managers confirm that clinical staff attended an event in April 2019 to discuss the development of the new programme. The content of the programme had been discussed to ensure it met the requirements



for safe and effective practice. Senior clinical managers and practice assessors also told us that external speakers from practice contribute to the programme which ensures relevance and currency.

The modules and their learning outcomes support the achievement of the standards of proficiency evidenced in the module mapping document, the module descriptors booklet, the programme review submission document and the programme handbook. It was confirmed in discussion with past students, senior clinical managers and practice assessors that the current SCPHN programme produces graduates who are fit for purpose.

*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 proposed content of the programme has been mapped against the Standards of proficiency for SCPHN (NMC, 2004) health visiting in the module mapping document. These proficiencies are also used in the practice learning document and students have to evidence that they have achieved the proficiencies as part of the assessment of their practice learning.

The theoretical content of the programme and the students' practice learning requirements reflect the proficiencies for SCPHN (HV). The combination of theoretical and practice learning should allow sufficient learning within the area of SCPHN (HV) practice to allow the students to develop safe and effective practice.

The programme board is responsible for reviewing the operational and strategic requirements of the programme to ensure that the programme meets the relevant programme standards and SCPHN proficiencies. The programme board also ensures there are appropriate learning opportunities within the programme for students to meet the proficiencies and programme outcomes for safe, effective, person-centred care. SCPHN students we met confirm they attend the programme board.

The academic quality policy and practice documents clearly state the university's commitment to supporting the involvement of service users and carers in curriculum development and delivery. Senior school staff told us about service user and carer involvement on a 'ladder' from minimal involvement to co-production. Service users and carers confirm they have been involved in reviewing the current programme and in the development of the new programme to ensure

that it met their needs. Senior clinical managers also confirm that they had been involved in the development of the new programme to ensure that programme produces graduates who are safe and effective practitioners.

**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: 5 November 2019**

**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***

There's evidence in the staff CVs that there are appropriately qualified and experienced teachers to support the programme. There is documentary evidence of recruitment processes to ensure suitably qualified staff are recruited to teach and lead the programme. Application of this process to the SCPHN programme was outlined by the senior school team. Ongoing staff development is supported within the school, which will encompass preparation of the academic assessor role. This was confirmed by the senior school team and the programme team.

There's documentary evidence which outlines the process of auditing the practice learning environments using the west of Scotland educational audit tool; including the availability of sufficient appropriately qualified practice supervisors and practice assessors.

The programme review submission document confirms PLPs will identify suitable practitioners for the practice supervisor and practice assessor roles. The allocation of practice supervisor and practice assessor to student HV will be done by the practice link. The NES national framework for practice supervisors and practice and academic assessors in Scotland gives a strategic overview of the process for preparing and supporting these roles.

Students, practice assessors and the programme team told us there are clear student support mechanisms and information about the range of support available and this is readily accessible. Students confirm GCU staff visit them and practice assessors regularly in practice. Students understand how they would be supported if they were struggling with theory or practice and that if they had problems in practice. They are assured GCU staff would support them.

*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.**

***Not Met***

The west of Scotland education audit document assures the quality of practice teaching.

The university staff are supported by the staff performance and development policy, staff resourcing and recruitment policy and the academic quality policy and practice. These documents outline how appropriate staffing levels are determined, specific roles, skills and experience identified and staff in post supported to develop.

Within practice settings there are nominated practice staff that the students can approach for support. The placement education facilitators link closely with GCU and they have a role in actively supporting the students and addressing any concerns raised by the students. The programme team told us there's a practice support protocol, however this isn't included in the practice assessment document.

The roles of practice supervisor, practice assessor and academic assessor are outlined in the practice learning handbook. Within the student facing documentation the practice assessment document, it's not clear how the academic assessor contributes to the practice learning assessment process.

There's no specific place to record this in practice assessment document. The practice assessment document needs to be revised to include clear sections to show the responsibilities and contribution of the academic assessor to practice assessment and student progression and to include the practice learning support protocol. (Condition two)

The programme handbook contains a brief reference to the roles of the practice supervisor and practice assessor but not the academic assessor. More detail about these roles and reference to the academic assessor role and the practice element of the programme is required in the programme handbook. (Condition four)

Students and practice assessors we met weren't clear about the role of the academic assessor in the assessment of practice. (Condition two)

The senior school team and the programme team outlined the personal development process within GCU and how this would be used to develop staff to fulfil the role of academic assessor. The programme team told us their clinical currency would be maintained by spending time in practice shadowing a HV.

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

**No**

SFNME R3.2 requires that students have the programme information they require including approaches to practice assessment. Information about the practice element of the programme and the role and responsibilities of the academic assessors are not detailed in the programme handbook. (Condition four) (Standard 7; SSSA R9.2, R9.4; SFNME R3.2)

In addition, this information, including the contribution of the academic assessor to practice assessment and progression is not detailed in the practice assessment document. (Condition two) (Standard 7; SSSA R9.2; SFNME R3.2)

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

**No**

SSSA R.9.2 and R9.4 specify the academic assessor's responsibilities working with the practice assessor in making evidence-based decision about a student's conduct, proficiency, achievement and progression. This information and appropriate recording of the academic assessor contribution isn't detailed in the practice assessment document. (Condition two) (Standard 7; SSSA R9.2; SFNME R3.2)

In addition, the practice element of the programme and the role and responsibilities of the academic assessor's in practice assessment and progression is not detailed in the programme handbook. (Condition four) (Standard 7; SSSA R9.2, R9.4; SFNME R3.2)

**Outcome**

**Is the standard met?**

**Not Met**

The roles of practice supervisor, practice assessor and academic assessor are outlined in the practice learning handbook. However, it isn't clear how the academic assessor contributes to the practice assessment process as there's no specific place to record this in the document. The practice assessment document needs to be revised to include clear sections to show the responsibilities and

contribution of the academic assessor to practice assessment and student progression. The practice learning support protocol must be included. (Condition two)

Condition two: Provide a revised practice assessment document which includes clear sections to show the responsibilities and contribution of the academic assessor to practice assessment and student progression and also includes the practice learning support protocol. (Standard 7; SSSA R9.2; SFNME R3.2)

The programme handbook contains a brief reference to the roles of the practice supervisor and practice assessor but not the academic assessor. More detail about these roles and reference to the academic assessor role and the practice element of the programme is required in the programme handbook. (Condition four)

Condition four: Revise the programme handbook to incorporate the key features of the practice element of the programme, incorporating the role of the academic assessor. (Standard 7; SSSA R9.2, R9.4; SFNME R3.2)

**Date: 5 November 2019**

### **Post Event Review**

#### **Identify how the condition is met:**

Condition two: The role of the academic assessor is now explicit in relation to practice assessment and progression and is detailed in the practice learning handbook. The practice learning support protocol is now included in the practice learning handbook. The evidence is clear and demonstrates that the condition is now met.

Condition two is now met.

Standard 7 is met.

Assurance is provided SSSA R9.2 and SFNME R3.2 are now met.

Evidence:

GCU SCPHN revised practice learning handbook, 2020-2021

Condition four: The role of the academic assessor is now clearly identified within the amended programme handbook. The revised practice learning handbook makes clear the input of the academic assessor must be documented within the assessment process.

Condition four is now met.

Standard 7 is met.

Assurance is provided SSSA R9.2; R9.4 and SFNME R3.2 are now met.

Evidence:

GCU SCPHN revised practice learning handbook, 2020-2021

GCU SCPHN amended programme handbook, 2020-2021

**Date condition(s) met:** 3 December 2019

**Revised outcome after condition(s) met:**

***Met***

Conditions two and four are now met.

Assurance is provided Standard 7, SSSA R9.2, R9.4 and SFNME R3.2 are now met.

**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***

The programme is studied at masters level to reflect the changing practice demands of the health visiting service in Scotland. This is clearly detailed in the programme review submission document.

The module descriptor booklet provides evidence of core principles and specific principles of SCPHN practice within the modules. The programme review submission document outlines how the flow of modules has been designed to support practice learning as a result of feedback from practice assessors. This new sequencing was confirmed as a positive change by current and previous students we met.

The use of a practice learning agreement in the practice learning handbook highlights the specific practice learning for each student. The practice assessors are well informed about the academic elements of the programme and what students are learning through regular communication with the programme team. practice assessors told us this communication helped them to integrate theory and practice learning for students.

There are opportunities for shared learning with the specialist practice (district nursing) students in modules such as research and leadership. These provide opportunities for shared learning between areas of community health.

**Outcome**

**Is the standard met?**

*Met*

**Date: 5 November 2019**

**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**

There's two public health orientated modules which are focused on contemporary theoretical perspectives and public health standards as shown in the module mapping programme handbook and the programme review submission document. Consultation with practice staff to ensure contemporary teaching in public health was confirmed by senior clinical managers and practice assessors. Senior school staff and the programme team told us that they used national initiatives and guidelines within the development and delivery of the programme.

**Outcome**

**Is the standard met?**

**Met**

**Date: 5 November 2019**

**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 ensures that theory and practice are both assessed in the programme. There are a range of assessments including a timed examination under invigilated conditions which comply with both the NMC standards and university regulations. The current and past students report the assessment workload is demanding but it tests their learning.

**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: 5 November 2019**

**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: 5 November 2019**

**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**

The module mapping document and the module descriptors booklet demonstrate that the four domains are embedded in the curriculum. They are also evident within the practice learning handbook. The current and past students and the practice assessors confirm that the domains are embedded within the programme. Senior clinical managers confirm that the students exiting the programme are fit for purpose.

**Outcome**

**Is the standard met?**

**Met**

**Date: 5 November 2019**

**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***

Senior clinical staff and senior school staff confirm at the approval visit there are sufficient resources to support the programme intentions.

The senior clinical managers and senior school team told us about the national approach to develop the practice supervisor and practice assessor roles. A workforce group is focusing on capacity planning to identify the number of staff required in these new roles, how this will be calculated, and their preparation and development supported. The senior clinical staff also told us that there are sufficient practice places available to support the programme. The evidence provided confirm that resources were available within GCU, regionally and nationally to support the programme intentions.

Practitioners undertaking the practice supervisor and practice assessor roles will

be supported to do so as part of their professional development and NMC revalidation. The practice assessors told us how the roles of practice supervisors and practice assessors will be developed and how both their employers and GCU would support them.

Practice assessors told us they currently have sufficient resources to support their students and are confident they will have sufficient resources to support students and the SSSA in the new programme. Practice assessors and senior clinical managers told us that the numbers and allocation practice supervisors and practice assessors is done jointly with practice assessors and team leaders.

Senior school staff confirmed the learning and teaching resource meets the needs of the programme and this is based on a clear staff student ratio formula. There's an appropriate range of academic staff expertise supporting the programme, and opportunities for ongoing staff development including preparation and support in the academic assessor role. Academic staff are supported in linking with practice areas and undertaking clinical updating to maintain their expertise.

Senior school staff told us that across the west of Scotland there's agreement about a service level agreement about the number of practice assessors and practice supervisors required

**Outcome**

**Is the standard met?**

*Met*

**Date: 5 November 2019**

**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):

<b>Key documentation</b>	<b>Yes/No</b>
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Please specify field/route SCPHN (HV)	
Student facing documentation including: programme handbook	Yes
Please specify field/route SCPHN (HV)	
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: GCU School generic document, 2019 NES 2019 A national framework for practice supervisors, practice assessors and academic assessors in Scotland NES 2019 Practice learning handbook practice supervisors and assessors GCU Annual self-assessment report 2018-19  Post visit documentation: GCU Definitive SCPHN (HV) programme review submission document and RPL mapping, 28 November 2019 GCU SCPHN amended programme handbook, 2020-2021 GCU SCPHN revised practice learning handbook, 2020-2021	
If you stated no above, please provide the reason and mitigation	

Additional comments:

<b>During the visit the visitor(s) met the following groups</b>	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: Current students: January 2019 and September 2019 cohorts Previous students: September 2018 cohort	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments:	

<b>The visitor(s) viewed the following areas/facilities during the visit:</b>	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 Not required for this approval.	
Additional comments:	

**Mott MacDonald Group Disclaimer**

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.  
We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any

error or omission which is due to an error or omission in data supplied to us by other parties.

**Issue record**

**Final Report**

Author	Patricia Colliety	Date	13 November 2019
Checked by	Bernadette Wallis	Date	13 January 2020
Submitted by	Lucy Percival	Date	22 January 2020
Approved by	Leeann Greer	Date	29 January 2020