

Programme approval report

Section one

Programme provider name:	University of Suffolk
In partnership with: <i>(Associated practice learning partners and /or employer partners involved in the delivery of the programme)</i>	Cambridgeshire Community Services NHS Trust Education and social care providers
Programme reviewed:	<p>Specialist community public health nursing:</p> <p>Health visiting <input checked="" type="checkbox"/></p> <p>School nursing <input checked="" type="checkbox"/></p> <p>Occupational health nursing <input type="checkbox"/></p> <p>Family health nursing <input type="checkbox"/></p> <p>Generic <input type="checkbox"/></p> <p>Apprenticeship route <input type="checkbox"/></p> <p>Health visiting apprenticeship <input type="checkbox"/></p> <p>School nursing apprenticeship <input type="checkbox"/></p>
Title of programme(s):	<p>Post Graduate Diploma Specialist Community Public Health Nursing (Health Visiting)</p> <p>Post Graduate Diploma Specialist Community Public Health Nursing (School Nursing)</p>

Academic levels:	
SCPHN Health visiting	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
SCPHN School nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
SCPHN Occupational health nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
SCPHN Family health nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11
SCPHN Generic	England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11

<p>SCPHN Health visiting apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>								
<p>SCPHN School nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>								
<p>Date of approval visit:</p>	<p>11 September 2020</p>								
<p>Programme start dates:</p> <p>SCPHN Health visiting SCPHN School nursing SCPHN Occupational health nursing SCPHN Family health nursing SCPHN Generic</p> <p>SCPHN Health visiting apprenticeship SCPHN School nursing apprenticeship</p>	<table border="1"> <tr> <td>11 January 2021</td> </tr> <tr> <td>11 January 2021</td> </tr> <tr> <td> </td> </tr> <tr> <td> </td> </tr> <tr> <td> </td> </tr> <tr> <td> </td> </tr> <tr> <td> </td> </tr> <tr> <td> </td> </tr> </table>	11 January 2021	11 January 2021						
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<p>QA visitor(s):</p>	<p>Registrant Visitor: Theresa Titchener</p>								

Section two

Summary of review and findings

The University of Suffolk (the university), school of health and sports science (the school) has an established record of delivering specialist community public health nursing (SCPHN) programmes. The university present the postgraduate diploma (PgDip) SCPHN health visiting (HV) and school nursing (SN) programme for approval. Programme documentation confirms the programme extends over 52 weeks with 45 teaching weeks.

Programme development has been informed by the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018). The Standards for student supervision and assessment (SSSA) (NMC, 2018) are adopted. The programme is mapped against the Standards of proficiency for specialist community public health nurses (NMC, 2004). The programme is delivered on a full-time basis at academic level seven. Students can complete the optional V100 community practitioner nurse prescribing module if required by their employer. V100 is an academic level six non-credit module which students complete following completion of the taught components of the programme and prior to consolidation of practice. The curriculum is developed and reflects the national curriculum facilitated by the Institute of Health Visiting (iHV, 2018) and the public health knowledge and skills framework (Public Health England (PHE), 2019).

The proposed programme documentation and approval process confirm there's evidence of robust and collaborative partnership working between the university and practice learning partners (PLPs). There's robust support from PLPs for the programme team. The university works collaboratively with PLPs to address any concerns raised by students, practice supervisors and practice assessors. Action plans are in place to address areas of concerns.

This approval visit is undertaken remotely due to the COVID-19 pandemic.

Arrangements at programme level do not meet the SFNME. Arrangements at programme level meet the SSSA.

The programme is recommended for approval subject to one NMC condition. There's one NMC recommendation and four university recommendations.

Updated 9 October 2020:

The university has provided documentation to meet the NMC condition.

The condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

Conditions:

Effective partnership working: collaboration, culture, communication and resources:

Condition one: Demonstrate how service users are involved in the design, development, delivery and co-production of the programme. (SFNME R1.12)

Selection, admission and progression:

None identified

Practice learning:

None identified

Assessment, fitness for practice and award:

None identified

Education governance: management and quality assurance:

None identified

Date condition(s) to be met:	9 October 2020
Recommendations to enhance the programme delivery:	<p>Recommendation one: To strengthen and promote opportunities for inter-professional learning. (SFNME R1.13; SCPHN Standard 8)</p> <p>Recommendation two: Ensure continuous review of the assessment load on students and staff, including the potential for blended learning and online approaches to reduce the assessment load across the courses. (University recommendation)</p> <p>Recommendation three: Explore the implementation per discipline of a single MSc award title, with routes, to increase clarity around similarities and differences between awards. (University recommendation)</p> <p>Recommendation four: Review dissertation supervision hours to ensure these are fit for purpose and are sustainable. (University recommendation)</p> <p>Recommendation five: Explore how best to increase access to the MSc courses, for example by providing additional guidance to applicants around funding sources and/or development opportunities. (University recommendation)</p>
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

The programme team has provided an implementation plan that ensures the programme is designed, developed, delivered, evaluated and co-produced with service users. Condition one is met.

AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	The approved education institution (AEI) confirm the accuracy of the programme approval report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	9 October 2020

Section three

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

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

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

R2.4 comply with NMC [Standards for student supervision and assessment](#)

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

[Standards for student supervision and assessment](#) (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

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

There's evidence of effective partnership working between the programme team and PLPs. Documentary analysis demonstrates the team's commitment to working with key stakeholders to develop, deliver and continually enhance the programme.

The school has robust policies and processes for programme governance which stakeholders tell us they have confidence in. There's a fitness to practice policy and PLPs tell us they know how to raise concerns. They tell us they are fully supported by the programme team.

There are established communication pathways at strategic and operational levels between PLPs and the school ensuring effective partnership working. The school and PLPs are proactive if student or practice learning issues are identified, working in partnership to resolve issues in a timely manner. Student and practice assessor facing documentation clearly details the process for identifying and raising concerns. Practice assessors, practice supervisors and students tell us they know how to raise concerns. They tell us they know how to escalate concerns; this is detailed in the practice assessment document (PAD).

Documentary evidence and PLPs confirm they're prepared for the roles of practice supervisors and practice assessors in line with the SSSA. The practice assessor and practice supervisor handbook confirm all practitioners supporting students must complete preparation for the roles. The university delivers preparation sessions to practice assessors and practice supervisors.

The school service user strategy provides guidance for the development and inclusion of service users across programmes. Service users have access to equality and diversity and selection and recruitment training. Service users tell us they're involved in the shortlisting and interviewing process. The programme team tell us there's ongoing development of service user involvement in the programme. Practice assessors include feedback from service users in the PAD. Service user representatives tell us they've not been included in consultation process or contributed to the development and design of the programme. They confirm they are not involved in the delivery of the programme. (Condition one)

Students confirm there are processes in place for them to give feedback on theory and practice learning. Students tell us they receive support and timely feedback from the programme team and practice assessors and practice supervisors. Student feedback and reporting mechanisms include module evaluations, practice

placement feedback, yearly programme and end of programme evaluations. There's opportunity for student representatives to attend programme committee meetings once a semester.

The non-accredited V100 module is optional within the programme and is undertaken at employer request.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

MET **NOT MET**

Service users tell us they're not involved in programme development or delivery. (Condition one)

Condition one: Demonstrate how service users are involved in the design, development, delivery and co-production of the programme. (SFNME R1.12)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: [Standards for student supervision and assessment](#)

MET **NOT MET**

Post event review

Identify how the condition(s) is met:

Condition one: An implementation plan details how service users will be involved in the design, development, delivery and co-production of the programme.

Evidence:

Implementation plan, service user involvement, SCPHN programme, undated

Condition one is met.

Date condition(s) met: 9 October 2020

Revised outcome after condition(s) met:

MET **NOT MET**

Condition one is met.

Community Practitioner Nurse Prescriber (V100)

Please indicate whether the V100 is an integrated or optional element of the Specialist community public health programme.

Optional Integrated

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)

Yes 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:

Recommended for approval following visit on 8 September 2020, pending final NMC decision.

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.

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.

Current students will remain on the existing programme until completion in December 2020. There are no students on interrupted study.

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.

Current students won’t transfer to the SSSA.

Programme standards - Standards of proficiency for specialist public health nurses

Standards of proficiency for entry to the register

Context of practice

- The standards of proficiency apply for entry to the specialist community public health nurses’ part of the NMC register.
- They must be achieved within the context of the practice route followed by the student. This provides comparability of proficiency at the point of entry to the register, whilst ensuring that the specific knowledge, skills and proficiencies pertaining to each field of specialist community public health nursing are achieved for safe and effective practice.

Findings against the standard and requirements

Evidence provides assurance that the following is met:

- The standards of proficiency apply for entry to the specialist community public health nurses’ part of the NMC register.

Yes No

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

- The standards of proficiency are achieved within the context of the practice route followed by the student. This provides comparability of proficiency at the point of entry to the register, whilst ensuring that the specific knowledge,

skills and proficiencies pertaining to each field of specialist community public health nursing are achieved for safe and effective practice.

MET **NOT MET**

Documentary evidence confirms that applicants must hold a relevant professional qualification. The programme handbook and practice assessor and practice supervisor handbook state PLPs who sponsor students are responsible for disclosure and barring service checks and occupational health screening.

Programme documentation confirms recognition of prior learning (RPL) is permitted. Students can RPL up to 50 percent of programme credits. This must be approved by the school RPL sub-group who report to the school assessment board. RPL claims are subject to external examiner review.

Students tell us they're fully supported in practice by a qualified SCPHN practice assessor from the same field of practice. They confirm practice proficiencies are assessed and recorded in the PAD by their practice assessor and agreed by their academic assessor.

Outcome

Is the standard met?

MET **NOT MET**

Date: 11 September 2020

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT 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.

Findings against the standard and requirements

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 No

- There is no maximum time limit within which the programme must be completed and programme providers must ensure that they have in place processes to manage interruptions to the study of programme for whatever reason

Yes No

Outcome

Is the standard met?

MET NOT MET

Date: 11 September 2020

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 2: Structure of programme

- Programmes will comprise practical and theoretical learning that is transferable to different settings, clients and areas of practice, addressing the common principles of community public health.
- In addition, programmes should distinguish common core learning and opportunities for students to learn how this is applied through different roles and in different settings.

Findings against the standard and requirements

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 **NOT MET**

Modules are adapted to reflect academic level seven writing and to develop students as critical thinkers with advanced leadership and research skills within HV and SN practice. The programme handbook and PAD demonstrate an equal balance of theory and practice learning.

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

MET **NOT MET**

Programme documentation confirms module learning outcomes are mapped against the SCPHN Standards. Students study five mandatory modules. The V100 module is optional and dependent on the requirements of the students' employer. The modules provide the opportunity for students to learn core and specific knowledge and how these are applied to practice. Students participate in specialist groups to ensure theory is applied to the practice route being followed. Students tell us there's specific sessions in the modules related to their field of practice.

Students tell us module assessments ensure they focus on their defined area of practice. Programme documentation confirms all core modules must be passed to successfully complete the programme.

PLPs tell us students are allocated to a practice assessor and practice supervisor by their employing organisation prior to commencement of the programme. Due consideration is given to individual needs and geographical location when allocating practice learning environments. Students confirm they work with practice assessors and practice supervisors for the duration of the programme. They tell us practice assessors and practice supervisors support them to identify learning needs to enable them to meet their practice learning proficiencies. This is documented in the PAD as an ongoing record of learning and professional development which is assessed by the practice assessor and confirmed by the academic assessor. Students tell us they're able to experience a range of practice learning opportunities enabling them to develop and meet the required standard to ensure safe and effective practice.

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to curricula and assessment are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to assessment are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 11 September 2020			
Post event review			
Identify how the condition(s) is met:			
N/A			
Date condition(s):			
N/A			
Revised outcome after condition(s) met:		MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A			

Standard 3: Balance of practice and theory	
<ul style="list-style-type: none"> 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. 	
Findings against the standards and requirements	
Evidence provides assurance that the following requirements are met:	
<ul style="list-style-type: none"> The balance between practice and theory in the programmes is 50 percent practice and 50 percent theory across the whole programme. 	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

- 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 No

Outcome

Is the standard met? MET NOT MET

Date: 11 September 2020

Post event review

Identify how the condition(s) is met

N/A

Date condition(s):

N/A

Revised outcome after condition(s) met: MET NOT MET

N/A

Standard 4: Defined areas of practice

- Where a particular practice route is required students must have completed their consolidated practice experience (minimum of 10 weeks) and at least half the remaining practice time (minimum 6.3 weeks) in settings and with clients that are central to the responsibilities for that defined area of practice. At least half the theoretical learning must have been applied to those core settings and clients.
- Students must, additionally, spend at least three weeks gaining experience in the settings, and with clients, considered either important or that may be a potential area of responsibility, even if not central to the defined area of practice.

Findings against the standards and requirements

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 NOT MET

Students must record each day of their practice learning experiences in the PAD. Students complete an alternative practice activity for the three weeks they spend gaining alternative experience. In partnership with practice assessors and practice supervisors, students identify and plan practice activities for the three weeks they spend gaining experience to enhance their public health practice. Programme documentation reflects the NMC requirements for defined areas of practice and confirms that, except for three weeks alternative practice days, practice learning is supported by SCPHN practice assessors and practice supervisors from the same field of practice as the student. The programme structure confirms students complete a 10-week period of practice consolidation prior to their final assessment of competence by their practice assessor. Practice assessors, practice supervisors and academic assessors record confirmation and agreement of achievement of the practice proficiencies in the PAD.

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

YES NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to practice learning are met

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 11 September 2020	
Post event review	
Identify how the condition(s) is met	
N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 5: Academic standard of programme	
<ul style="list-style-type: none"> The minimum academic standard of specialist community public health programmes remains that of a first degree. 	
Findings against the standards and requirements	
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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met	
	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 11 September 2020	
Post event review	
Identify how the condition(s) is met	
N/A	
Date condition(s):	

N/A
Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A

Fall Back Award
<i>Standards framework for nursing and midwifery education, specifically R2.11, R2.20</i>
Findings against the standards and requirements
<p>Fall Back Award If there is a fall back exit award with registration as a SCPHN all NMC standards and proficiencies are met within the award</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>There is no fall-back exit award with eligibility to register with the NMC.</p>
<p>Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
Outcome
Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 11 September 2020
Post event review
Identify how the condition(s) is met N/A
Date condition(s): N/A
Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A

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.

Findings against the standards and requirements

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 **NOT MET**

The programme comprises of modules that reflect recent key texts addressing a contemporary public health agenda enabling students to achieve the Standards of proficiency for safe and effective practice for entry to the register as a SCPHN HV or SN. PLPs tell us there's opportunities for them to provide feedback on programme content and have regular meetings with the programme team.

Students confirm their feedback is listened to and informs curriculum development. Students tell us the PAD links theory to practice and the programme prepares them to achieve the required standards for SCPHN HV and SN practice.

- 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 **NOT MET**

The PAD contains an ongoing record of learning, professional development and progression towards achievement and assessment by the practice assessor. Documentary evidence and the approval visit confirms students are able to experience a range of practice learning opportunities to enable them to develop and meet the required standard to ensure safe and effective practice.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to curricula and assessment are met

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

Date: 11 September 2020

Post event review

Identify how the condition(s) is met

N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
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.

Findings against the standards and requirements

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 **NOT MET**

The designated programme leader is an NMC registered SCPHN HV. The curriculum vitae (CVs) for academic staff contributing to the programme demonstrate they have appropriate qualifications and experience. Academic assessors are members of the programme team who tell us they're prepared for the role. Students are allocated to an academic assessor from the same field of practice.

Programme documentation and PLPs confirm students are allocated to a suitably qualified and prepared practice assessor and practice supervisor. Practice assessors are identified by the employing organisation prior to commencement of the programme. PLPs tell us practice assessors are being prepared for their role and are encouraged to attend update sessions. Service managers record when staff have undertaken preparation, and this is reviewed at appraisals. The roles and responsibilities of the practice assessor, practice supervisor and academic assessor are clearly detailed in student and practice assessor facing documents.

Students are allocated a personal academic tutor who forms a support partnership with them and their practice assessor in both academic and practice environments. University student services provide a range of information, advice and guidance for students including disability and mental health support and counselling. Documentary evidence confirms student services support individual learning plans to ensure reasonable adjustments can be made in the university and practice learning environment. Students confirm they are well supported.

PLPs confirm academic assessors visit the practice learning environment at least twice during the programme to review student performance. PLPs tell us they're aware of the process should they have concerns about a student. There's clear guidance in the PAD for practice assessors and practice supervisors if they have concerns about a student's fitness to practise. A cause for concern flowchart facilitates a consistent approach for practice assessors, students and academic assessors. Concerns are recorded in the PAD. Students tell us they know how and when to escalate concerns.

- It is expected that teachers in the practice field, as well as those leading academic programmes, will hold qualifications and experience relevant to the area of practice in which they are supporting students, as they will be required to contribute to summative assessments.

MET **NOT MET**

The practice supervision and assessment handbook outline the roles of practice assessors, practice supervisors and academic assessors. Practice assessors and practice supervisors tell us they feel prepared for their role. Tripartite meetings are held in each semester to review student performance. Practice supervisors contribute to student learning and report progress to practice assessors. Practice assessors make and record objective evidence-based assessments on conduct, proficiency and achievement, drawing on direct observation, student self-reflection and feedback from practice supervisors and service users.

The PAD confirms there's communication between practice assessors and practice supervisors. Academic assessors confirm agreement that students have met the proficiencies in the PAD. There's evidence of communication between academic assessors and practice assessors. The programme team and PLPs confirm educational audits of practice learning environments are undertaken every two years and include a review of any recent concerns raised in external system regulator reports, including those from the Care Quality Commission. Where required, action plans are developed, and placements can be withdrawn where there are concerns over public protection.

The programme team tell us they hold minuted staff-student meetings twice in each academic year. This is attended by student representatives, the programme team and PLPs. It's an opportunity to discuss the programme and explore challenges and action plans.

Programme documentation confirms students who undertake the V100 award must have an identified and suitability qualified community practitioner nurse prescriber practice assessor. The programme team and PLPs tell us there are sufficient SCPHN prescribing practice assessors to support students undertaking the V100. Achievement of V100 competencies is recorded in the prescribing PAD.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to supervision and assessment are met

YES **NO**

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) are met

	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 11 September 2020	
Post event review	
Identify how the condition(s) is met	
N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 8: Nature of programme
<ul style="list-style-type: none"> 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.
Findings against the standards and requirements

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 **NOT MET**

The programme provides post registration education at academic level seven. The programme handbook and module specifications demonstrate that varied experiences are offered in theory and the practice learning environment.

Students tell us there are opportunities to learn from a range of individuals in the practice learning environment. HV and SN learning is shared across the programme modules. Students tell us that beyond their programme there's limited opportunities for further inter-professional learning with students from other programmes. (Recommendation one)

Outcome

Is the standard met? **MET** **NOT MET**

Date: 11 September 2020

Post event review

Identify how the condition(s) is met

N/A

Date condition(s):

N/A

Revised outcome after condition(s) met: **MET** **NOT 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.

Findings against the standards and requirements

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 NOT MET

The programme is informed by the recommended iHV and PHE national curriculum for HVs and SNs. Module learning outcomes are mapped to the SCPHN proficiencies. The programme team's CVs confirm engaging and contemporary academic staff who understand and actively engage in research that underpins SCPHN practice. The curriculum is built on a blended approach to learning giving flexibility to students. The blended learning approach is supported by traditional and contemporary learning and teaching methods. Technology enhanced learning is embedded within the virtual learning environment (VLE), Brightspace, and provides a range of resources to support student learning. Module content is delivered online and traditionally in key lectures and seminars. There's ongoing staff development in the enhanced use of technology in teaching and learning, drawing on the expertise of digital learning specialists within the team. Students tell us they're able to access module content and learning materials online. They confirm they also use the VLE to access e-books and journals to supplement their learning activities.

Outcome

Is the standard met? MET NOT MET

Date: 11 September 2020

Post event review

Identify how the condition(s) is met

N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
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.

Findings against the standards and requirements

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 **NOT MET**

Programme documentation demonstrates that appropriate and varied assessments are used to test knowledge and achievement of the Standards of proficiency for specialist community public health nurses (NMC, 2004). These include coursework, a service development proposal, health needs assessment, reflective accounts, critical incident analysis and a viva. The partnership working and therapeutic interventions for child and family support module includes an invigilated unseen timed examination which addresses the learning outcomes for the module. Students undertaking the V100 are required to complete an examination which they must successfully pass to meet the requirements for V100 prescribing. Students must pass all elements of assessment to successfully complete the programme.

The PAD links practice proficiencies to the Standards of proficiency for specialist community public health nurses (NMC, 2004) and students are required to pass all proficiencies. All assessments are scrutinised by an external examiner. There's no compensation in the assessments.

Students tell us there's a range of assessments to test their knowledge and understanding; while challenging, these support their professional development.

Assurance is provided that the [Standards framework for nursing and midwifery education](#) relevant to curricula and assessment are met

YES **NO**

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) are met

YES **NO**

Outcome

Is the standard met?

MET **NOT MET**

Date: 11 September 2020	
Post event review	
Identify how the condition(s) is met	
N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
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.

Findings against the standards and requirements

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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	
<ul style="list-style-type: none"> 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 <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 11 September 2020	
Post event review	
Identify how the condition(s) is met	
N/A	
Date condition(s):	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standards of proficiency: 4 domains
<ul style="list-style-type: none"> Search for health needs Stimulation of awareness of health needs Influence on policies affecting health Facilitation of health enhancing activities
Findings against the standards and requirements

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 **NOT MET**

The four domains of public health practice underpin the 10 key principles which make up the Standards of proficiency for specialist community public health nurses (NMC, 2004). The programme handbook and module specifications map the four domains to the taught element of the programme. The four domains are evidenced within the PAD and evidence of meeting the Standards is presented to and signed off by practice assessors and agreed by academic assessors.

Programme documents map modules learning outcomes to specific Standards of proficiency.

Outcome

Is the standard met?

MET **NOT MET**

Date: 11 September 2020

Post event review

Identify how the condition(s) is met

N/A

Date condition(s):

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A



Better, safer care through quality assurance of nursing, midwifery and nursing associate education.



Section four

Sources of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors SCPHN HV SCPHN SN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook SCPHN HV SCPHN SN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation (PAD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook:	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018) at programme level (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards of proficiency for specialist public health nurses</i> (NMC, 2004) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation		
List additional documentation: Post visit documentation: Conditions response grid, 7 October 2020 Implementation plan, service user involvement, SCPHN programme, undated Inter-professional learning strategy, November 2018		
Additional comments: None identified		

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/ practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Current HV student, completing December 2020 x one HV alumnus, September 2019 x two HV alumnus, September 2018 x one		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation		
Additional comments: None identified		

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning Virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
If you stated no above, please provide the reason and mitigation This is an established AEI and visits to facilities weren't needed.		
Additional comments: None identified		

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Issue record

Final Report

Author(s):	Theresa Titchener	Date:	30 September 2020
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Approved by:	Leeann Greer	Date:	23 October 2020