Programme approval report

Section one

Programme provider name:	University of Greenwich
Programmes reviewed:	**Specialist practice qualification:** Community children's nursing ☐ Community children's nursing with integrated independent and supplementary prescribing (V300) ☐ Community learning disabilities nursing ☐ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) ☐ Community mental health nursing ☐ Community mental health nursing with integrated independent and supplementary prescribing (V300) ☐ District nursing ☒ District nursing with integrated independent and supplementary prescribing (V300) ☒ General practice nursing ☐ General practice nursing with integrated independent and supplementary prescribing (V300) ☐ Health and social care nursing ☐ Health and social care nursing with integrated independent and supplementary prescribing (V300) ☐

	Community nurse specialist practice (NMC 2022) apprenticeship:
	Community children's nursing apprenticeship ☐
	Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Community learning disabilities nursing apprenticeship ☐
	Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Community mental health nursing apprenticeship ☐
	Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	District nursing apprenticeship ☐
	District nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	General practice nursing apprenticeship ☐
	General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Health and social care nursing apprenticeship ☐
	Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐

Title of programme(s):	Post Graduate Diploma Community Specialist Practice District Nursing (Work Based Learning Route) Post Graduate Diploma Community Specialist Practice District Nursing (V300 Independent and Supplementary Prescribing Route)
Academic levels:	
SPQ Community children's nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community learning disabilities nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF

	☐ Level 11
SPQ District nursing	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ General practice nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community children's nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community children's nursing with integrated independent and	England, Wales, Northern Ireland ☐ Level 7

supplementary prescribing (V300) apprenticeship	SCQF ☐ Level 11
SPQ Community learning disabilities nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ District nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ General practice nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11

SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
Date of approval visit:	18 May 2023
Programme start date:	
SPQ Community children's nursing	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community learning disabilities nursing	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community mental health nursing	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	
SPQ District nursing	2 January 2024
SPQ District nursing with integrated independent and supplementary prescribing (V300)	2 January 2024
SPQ General practice nursing	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	
SPQ Health and social care nursing	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	

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SPQ Community children's nursing apprenticeship	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community learning disabilities nursing apprenticeship	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community mental health nursing apprenticeship	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ District nursing apprenticeship	
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ General practice nursing apprenticeship	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Health and social care nursing apprenticeship	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Heather Bain Lay Visitor: Clementina Aina

Section two

Summary of review and findings
The University of Greenwich (UoG), school of health sciences (the school) present for approval a community nursing specialist practice qualification (SPQ) district nursing (DN) programme with two routes; a work-based learning route and a route that includes the independent and supplementary prescribing (V300) award. The UoG is an approved education institution (AEI). The award for both routes is a postgraduate diploma (PG Dip) with 120 academic credits at level seven. The work-based learning route is delivered as a full-time one-year programme and the V300 route is delivered over 18 months. The V300 route is extended to 18 months in response to stakeholder feedback due to the nature of the content and the additional practice requirements. Documentary evidence and the approval visit demonstrate commitment and collective responsibility for effective partnership working with all partners and stakeholders. There's evidence to confirm that there has been wide consultation in the development of the programme. Practice learning partners (PLPs), students, practice supervisors, practice assessors and people who use services and carers (PUSCs) confirm robust programme development. There's evidence of strategic and operational partnership working between the UoG and PLPs. Processes to work with PLPs to mitigate risk to student learning is included within documentary evidence, and the programme team and PLPs confirm the effectiveness of these processes at the visit. There's mapping that aligns the programme and module learning outcomes to the Standards for post-registration programmes (SPRP) (Nursing and Midwifery Council (NMC), 2022) and the Standards of proficiency for community nursing specialist practice qualifications (SPCNSPQ) (NMC, 2022) which are applied in the context of DN. The UoG senior leadership team confirm that adequate staff and teaching and learning resources are in place to support the programme. The UoG have been delivering a SPQ DN programme for 12 years. The AEI confirm a commitment to the academic assessor role and for them to be suitably qualified and experienced staff to support the students undertaking the programme. The UoG leadership team confirm that student numbers remain stable and there's shared learning with students undertaking the specialist community public health nursing (SCPHN) programme and the V300 prescribing programme. They confirm there are processes in place to continually monitor resource to support the programme. Equality, diversity and inclusion (EDI) principles are embedded throughout the programme as evidenced in the documentation. EDI is reflected in the university strategy 2021-2030. EDI is monitored and reported on centrally by the UoG. The school has an EDI champion who supports the programme team to monitor

differential attainment at programme and module level, and action plans are developed should differential attainment be identified. The programme team tell us interview questions for student recruitment are inclusive. PUSCs contribute to the development of interview questions. PUSCs involved in the programme tell us that they have access to EDI training. The programme team tell us that teaching material represents diversity and students are encouraged to challenge cultural norms and stereotypes. The students tell us of a variety of teaching approaches that are accessible to all.

The approval visit is undertaken by remote means.

The Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) is met at programme level.

The Standards for student supervision and assessment (SSSA) (NMC, 2018) isn't met at programme level as a condition applies.

The programme is recommended for approval subject to one NMC condition. One NMC recommendation is made.

Updated 15 June 2023:

Evidence is provided to the meet the one NMC condition. All NMC standards are now 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:** None identified.

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	Selection, admission and progression:
	None identified.
	Practice learning:
	Condition one: The programme team must provide evidence that the academic assessor for the community nursing SPQ collates and confirms the student's achievement of the SPCNSPQ and programme outcomes at the end of the programme. (SSSA R9.1, R9.2; SPRP R4.3)
	Assessment, fitness for practice and award:
	None identified.
	Education governance: management and quality assurance:
	None identified.
Date condition(s) to be met:	15 June 2023
Recommendations to enhance the programme delivery:	Recommendation one: The programme team should consider enhancing the engagement of PUSCs within simulated practice learning. (SFNME R1.12; SPRP R2.8)
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 developed a process to monitor and confirm the student's achievement of the SPCNSPQ and programme outcomes at the end of the programme by the academic assessor. Programme documentation is updated to include this process. The two programme routes have their own practice assessment document (PAD). The PAD for the V300 route makes it explicit that the programme academic assessor collates and confirms achievement of the programme outcomes at the end of the programme. The narrative is updated to identify the process at the end of the programme once the student has completed the V300 element of the programme. Condition one is met.

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	9 June 2023

Section three

NMC Programme standards
Please refer to NMC standards reference points: *Standards for post-registration education programmes* (NMC, 2022) *Standards of proficiency for community nursing specialist practice qualifications* (NMC, 2022) *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, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2019) *QA Handbook* (NMC, 2022)

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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

Documentary evidence and the approval visit confirm all stakeholders are actively involved in the co-production, design, development, planned delivery and

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evaluation of the programme. The programme is co-produced with PLPs, PUSCs and students. The programme team tell us stakeholder involvement has been essential to the design of the programme and the decision to have two routes is a direct result of stakeholder feedback. PLPs confirm they've met regularly with the programme team to develop the content and the format of the programme.

The UoG has a partnership board which includes PLPs and UoG staff at strategic level to discuss current provision and future requirements of all NMC approved programmes. The board monitors practice learning governance arrangements. The UoG also has practice relationship manager meetings where any risks to student learning are discussed including Care Quality Commission (CQC) reports through a standing item on the agenda. CQC reports are also checked by the programme team at the selection and recruitment stage of the programme. At operational level there are programme committee meetings and there's also meetings for academic assessors to meet with education leads and practice assessors. PLPs, practice assessors, practice supervisors and students tell us they're aware of the processes to raise concerns. PLPs, practice assessors and practice supervisors tell us of the effectiveness of partnership working and if there are any concerns, action plans are developed in partnership to support the student. Students tell us that any concerns are swiftly addressed and they have the option of escalating concerns through their relation manager if not resolved.

There's evidence of organisational partnership working throughout the student journey from recruitment and selection to assessment, feedback and evaluation. The UoG has an established record of partnership working with a range of PLPs. The practice-based learning strategy outlines the overarching quality assurance framework for the programme. All partners share collective accountability for effective delivery of the programme. PLPs tell us of the regular meetings they have with UoG staff throughout the year. At programme committee meetings there's a standing agenda item to include feedback from PLPs in relation to supporting students in practice. Students and PUSCs also attend the programme committee meetings and have the opportunity to provide feedback.

The service user strategy facilitates the active engagement of PUSCs in the design, delivery and review of students' learning experiences in the proposed programme. PUSCs inform us of available opportunities to actively seek their views on the proposed programme. They tell us they've been included in meetings and have the opportunity to review documents, including the student's PAD. PUSCs inform us they feel valued by the programme team and tell us how they've been invited to write interview questions for interviews undertaken jointly with PLPs and the UoG. PUSCs receive EDI training which prepares them for their roles. PUSCs tell us they'd like to be more involved in teaching and learning including simulation. (Recommendation one)

The programme team tell us the students recruited demonstrate a diverse workforce that mirrors PUSCs. PLPs tell us they welcome students from diverse

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backgrounds in their workforce. They tell us they're also happy to support self-employed students to add to their future workforce.

Documentary evidence and the approval visit confirm there's the opportunity for interprofessional learning throughout the programme in theory and practice. The academic literacy, enhancing research in healthcare and advancing leadership and innovation for specialist practice modules are shared with students undertaking the SCPHN programme. Students undertaking the V300 route have shared learning with a range of professionals including pharmacists and allied health professionals. In practice students are required to undertake 10 days of alternative placement where they're encouraged to learn from other professionals. Students tell us of the value of these alternative placements.

Partnership working is also reflected in the relationship between the academic assessor and the practice assessor with tripartite review meetings with the student when they're in practice learning.

Students tell us about the high level of support they receive from the programme team, the constructive feedback they receive and that they're empowered to take control of their learning in both theory and practice. The PAD requires the students to undertake a self-assessment using a strengths, challenges, opportunities and threats analysis and to develop a learning plan in response. The students tell us of their input into the development of the programme and that the proposed increase in simulation is because of their feedback. Students state the quality of support from the UoG is effective and each student has a personal tutor. The students provide us with examples of support they receive with academic work.

Documentation, the programme team and PLPs state that they jointly confirm suitable applicants to the programme. Applicants to the programme must meet the entry requirements and those undertaking the V300 route must meet the requirements of the V300 programme. A partnership recruitment and interview process is detailed in the programme documentation.

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*

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MET ☒   **NOT MET** ☐
</div>

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*

<div align="right">

MET ☒   **NOT MET** ☐
</div>

Post Event Review

Identify how the condition is met:

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N/A
Date condition(s) met: N/A
Revised outcome after condition(s) met: **MET** ☐   **NOT MET** ☐   N/A

Independent/Supplementary Prescriber (V300)
Please indicate whether the V300 is a compulsory or optional element of the Specialist practice programme.   **Optional** ☒   **Compulsory** ☐   **N/A** ☐   The V300 is a 40-credit academic level seven module within the PG Dip community specialist practice DN (V300 independent and supplementary prescribing) route. Alternatively, students could opt to take the work-based learning route without the V300 award.   Please indicate whether the V300 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, 2021)*   **YES** ☐   **NO** ☒   **OR**   If V300 is approved against *Standards for prescribing programmes* and *Standards of proficiency for nurse and midwife prescriber* provide the date it was approved: 1 August 2019

Student journey through the programme
Standard 1: Selection, admission and progression
Approved education institutions, together with practice learning partners, must: R1.1 ensure that the applicant is an:

R1.1.1 NMC registered nurse (level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Specialist Community Public Health Nurse (SCPHN) programme before being considered as eligible to apply for entry

R1.1.2 NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry

R1.2 confirm on entry that each applicant selected to undertake a SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme

R1.3 provide opportunities that enable eligible NMC registered nurses and/or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme

R1.4 provide opportunities that enable eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme

R1.5 confirm that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected learning time, to enable students to undertake and be appropriately supported throughout the programme

R1.6 consider recognition of prior learning that is capable of being mapped to the:

R1.6.1 programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice

R1.6.2 programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice

R1.7 where programmes intend to offer SCPHN and/or SPQ students admission to an NMC approved independent/supplementary (V300) prescribing programme consider recognition of prior learning that is capable of being mapped to the *Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers for applicants*, and

R1.8 where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing qualification to SCPHN and/or SPQ students, ensure that the applicant is a registered nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry.

Standards framework for nursing and midwifery education, specifically R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review
Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the *Standards for post-registration education programmes* (NMC, 2022).

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Proposed transfer of current students to the *Standards for student supervision and assessment* (NMC, 2018).

Demonstrate a robust process to transfer current students onto the *Standards for student supervision and assessment* (NMC, 2018).

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met:

- Evidence of processes to ensure that the applicant is a NMC registered nurse (level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Specialist Community Public Health Nurse (SCPHN) programme before being considered as eligible to apply for entry (R1.1.1)

    N/A ☒

A SCPHN programme isn't proposed.

- Evidence of processes to ensure that the applicant is a NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry (R1.1.2)

    YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to confirm on entry that each applicant selected to undertake a SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme (R1.2)

    YES ☒   **NO** ☐

- Evidence of selection process that demonstrates opportunities that enable eligible NMC registered nurses and/or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme (R1.3)

    N/A ☒

A SCPHN programme isn't proposed.

- Evidence of selection process that demonstrates opportunities that enable eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme (R1.4)

    YES ☒   **NO** ☐   **N/A** ☐

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

- Evidence that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected learning time, to enable students to undertake and be appropriately supported throughout the programme (R1.5)

MET ☒   NOT MET ☐

R1.5 is met. Governance between the UoG and PLPs is monitored through the school's partnership board meetings and the practice learning panel. There are practice learning environment audits in place to ensure quality of the practice learning environment. The pan-London environment audit tool is used which includes the maximum number of students that can be supervised and assessed in the practice learning environment. The audit tool ensures the SSSA are in place and that practice supervisors and practice assessors are prepared to support SPQ DN students.

There are written agreements in place with all PLPs to support the programme. The written agreement includes confirmation that the student is allocated the required time to undertake the programme. For self-employed students or students working in private practice a memorandum of understanding is developed prior to the completion of the pan-London practice learning environment tool. PLPs tell us they're happy to support self-employed and self-funded students and they'll be covered by an NHS contract for their learning in practice. The programme team tell us they'll only accept self-employed and self-funding students onto the programme where all agreements are in place.

The programme team and PLPs tell us the students are supernumerary in practice to ensure protected learning time. Students tell us they're well supported in theory and practice throughout the programme.

PLPs tell us there are adequate practice supervisors and practice assessors in place to support students and the relationship is one to one. PLPs and the programme team continually monitor the availability of practice supervisors and practice assessors within their planned meetings. Following student recruitment PLPs identify practice supervisors and practice assessors in accordance with the SSSA. All practice assessors have a SPQ DN qualification. The UoG provide updates to the identified practice supervisors and practice assessors prior to the programme commencing. Practice supervisors and practice assessors tell us they're well supported by the programme team to support students.

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Documentation outlines the processes to raise any concerns. PLPs, practice assessors, practice supervisors and students tell us they're aware of how to raise any concerns.

Evidence provides assurance that the following QA approval criteria are met:

- Processes are in place to consider recognition of prior learning that is capable of being mapped to programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice (R1.6.1)

N/A ☒

A SCPHN programme isn't proposed.

- Processes are in place to consider recognition of prior learning that is capable of being mapped to programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice (R1.6.2)

YES ☒   **NO** ☐   **N/A** ☐

- Where programmes intend to offer SCPHN and/or SPQ students admission to an NMC approved independent/supplementary (V300) prescribing programme processes are in place to consider recognition of prior learning that is capable of being mapped to the *Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers for applicants* (R1.7)

YES ☒   **NO** ☐   **N/A** ☐

- Where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing qualification to SCPHN and/or SPQ students, there is evidence of processes to ensure that the applicant is a registered nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry (R1.8)

YES ☒   **NO** ☐   **N/A** ☐

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the *Standards for post-registration education programmes* and *Standards of proficiency for specialist community public health nurses* will be met through the transfer of existing students onto the proposed programme.

No existing students will be transferred onto the proposed programme.

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Proposed transfer of current students to the *Standards for student supervision and assessment (SSSA)* (NMC, 2018).
From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment. All students are supported and assessed in line with the SSSA.
Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met **YES** ☒ **NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 18 May 2023		
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: Curriculum
Approved education institutions, together with practice learning partners, must: R2.1 confirm programmes comply with the NMC *Standards framework for nursing and midwifery education* including the confirmation of appropriately qualified and experienced people for programme delivery for: R2.1.1 all selected fields of SCPHN practice and/or SCPHN PHN practice and/or for R2.1.2 all selected fields of community nursing SPQ practice and/or in other specified fields of community nursing SPQ in health and social care practice R2.2 confirm SCPHN and/or SPQ programmes comply with the NMC *Standards for student supervision and assessment* R2.3 confirm SCPHN and/or community nursing SPQ programmes that include admission to NMC approved prescribing qualification comply with the NMC *Standards for prescribing programmes*

R2.4 state routes within the programme for:

R2.4.1 students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse

R2.4.2 students to enter the SCPHN register for the public health nurse qualification

R2.4.3 students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing

R2.4.4 students to annotate their registration in community nursing SPQ practice in health and social care

R2.5 ensure programme learning outcomes reflect the:

R2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing

R2.5.2 core standards of proficiency for SCPHN that are tailored to public health nursing

R2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice

R2.6 set out the general and professional content necessary to meet the:

R2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,

R2.6.2 core standards of proficiency for SCPHN public health nurse qualification

R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care

R2.7 set out the content necessary to meet the programme outcomes for each intended field of:

R2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,

R2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care

R2.8 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment

R2.9 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies

R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and

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nursing associate education.

R2.11 ensure programmes are:

R2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award

R2.11.2 no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes.

Standards framework for nursing and midwifery education, specifically R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R3.16; R5.1 - R5.16.

Standards for student supervision and assessment, specifically R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met:

R2.1 There is evidence that the programme complies with the NMC *Standards framework for nursing and midwifery education* including the confirmation of appropriately qualified and experienced people for programme delivery for:

- all selected fields of SCPHN practice and/or SCPHN PHN practice (R2.1.1)

    N/A ☒

A SCPHN programme isn't proposed.

- all selected fields of community nursing SPQ practice and/or in other specified fields of community nursing SPQ in health and social care practice (R2.1.2)

    YES ☒   **NO** ☐   **N/A** ☐

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)

    YES ☒   **NO** ☐

- Where programmes intend to offer admission to an NMC approved independent/supplementary prescribing qualification to SCPHN and/or SPQ students, there is evidence that the prescribing qualification complies with the NMC *Standards for prescribing programmes* (R2.3)

    YES ☒   **NO** ☐   **N/A** ☐

R2.4 There is evidence that routes are stated within the programme for:

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nursing associate education.

- students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse (R2.4.1)

N/A ☒

A SCPHN programme isn't proposed.

- students to enter the SCPHN register for the public health nurse qualification (R2.4.2)

N/A ☒

A SCPHN programme isn't proposed.

- students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R2.4.3)

YES ☒ **NO** ☐ **N/A** ☐

- students to annotate their registration in community nursing SPQ practice in health and social care (R2.4.4)

YES ☐ **NO** ☐ **N/A** ☒

A community nursing SPQ in health and social care practice isn't proposed.

R2.5 There is evidence to ensure programme learning outcomes reflect the:

- core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing (R2.5.1)

N/A ☒

A SCPHN programme isn't proposed.

- core standards of proficiency for SCPHN that are tailored to public health nursing (R2.5.2)

N/A ☒

A SCPHN programme isn't proposed.

- standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice (R2.5.3)

YES ☒ **NO** ☐ **N/A** ☐

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Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

R2.6 There is evidence that sets out the general and professional content necessary to meet the:

- core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing (R2.6.1)

N/A ☒

A SCPHN programme isn't proposed.

- core standards of proficiency for SCPHN public health nurse qualification (R2.6.2)

N/A ☒

A SCPHN programme isn't proposed.

- standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care (R2.6.3)

MET ☒   **NOT MET** ☐

R2.6 is met. The programme team provide detailed evidence of how the programme outcomes are mapped to align with the SPCNSPQ and the intended field of DN. The proposed modules reflect the field of DN practice and the two routes proposed are in response to PLP requirements. The programme team and PLPs tell us how the decisions were made about module content specific to DN practice and how some topics such as person-centred approaches, long term conditions and the older person are embedded across the programme rather than having modules about discrete subjects. They also tell us how the different modules specifically address the platforms of the SPCNSPQ. PLPs and students confirm their involvement in the development of the content of the programme. The academic literacy, enhancing research in healthcare and advancing leadership and innovation for specialist practice modules are shared with SCPHN students but are contextualised to DN practice in tutorials, small group work and seminars.

Students who undertake the V300 route are required to undertake learning contextualised to DN practice. The programme team tell us students who use recognition of prior learning for the V300 element of the programme are expected

to contextualise prescribing within the developing autonomous practice module. Both routes address appropriate content to meet the SPCNSPQ without the V300 or work-based learning module. The PAD maps the SPCNSPQ to the four pillars of advanced practice. All students are required to achieve the seven platforms of the SPCNSPQ.

R2.7 There is evidence that sets out the content necessary to meet the programme outcomes for each intended field of:

- SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing (R2.7.1)

N/A ☒

A SCPHN programme isn't proposed.

- community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care (R2.7.2)

MET ☒   **NOT MET** ☐

R2.7 is met. Documentary evidence confirms that the programme structure for both theoretical and practice learning meets the requirements of the SPRP.

The programme design and delivery provide clear progression in learning. The programme team tell us how the content is informed by the SPCNSPQ. Documentary evidence confirms that the content is relevant to DN practice. For example, the health promotion: an integrated approach for DN module enables the student to explore public health concepts and approaches in the context of DN practice. The developing autonomous practice for DN module explores the uncertainty and complexity of DN practice and the student applies this knowledge when learning in practice.

Documentary evidence confirms the programme team is suitably qualified to deliver the programme. There's currently one member of staff with the SPQ DN qualification and there's another with community experience. The senior management team tell us they'll be recruiting another individual with the SPQ DN qualification for ongoing sustainability of the programme. There's a wider academic team involved in programme delivery who have experience in digital technology, public health, safeguarding, healthcare economics, long term conditions, research, prescribing and simulation.

Students comment on the high quality and accessibility of resources, which meets their different abilities. Students tell us that they access help with their library search, facilitated by a supportive librarian. Students share that although the one-year programme is intense, high quality support contributes to their positive and

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enjoyable experience. Students' and PUSCs' involvement in the proposed programme ensure that the learning is responsive to diverse community requirements and is fit for purpose.

- Evidence to ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment (R2.8)

MET ☒   **NOT MET** ☐

R2.8 is met. Programme documentation and the approval visit confirm technology and simulation is used effectively and proportionately across the curriculum. The programme is delivered through blended learning and the UoG virtual learning environment is used along with Panopto lecture capture, interactive technology and synchronous and asynchronous sessions. The students tell us it's an intensive programme, but they're well supported.

Students tell us their programme has limited simulation currently but they're aware this is increased significantly in the proposed programme. There are 11 simulated practice learning days across the proposed programme which take place in the simulation suite and are considered as practice learning hours. The programme team tell us simulation includes a range of scenarios. In term two scenarios are used to explore clinical reasoning, differential diagnosis and enhanced assessment and physical examination skills focusing on people with long term conditions, co morbidity and complexity. Other aspects covered in simulation are related to end-of-life care and breaking bad news. Simulation includes some role play and simulated patients. The simulation suite includes three consultation rooms and a one-bedroom flat with a patient hoist system reflective of community nursing. PUSCs tell us they've been involved in developing scenarios for teaching use.

The programme team tell us there's the opportunity for interprofessional simulation-based activities with students on other health and social care programmes.

The simulated learning environment is audited and the SSSA are met. All UoG staff conducting simulation activities are healthcare professionals and have practice supervisor and practice assessor preparation and annual updates. UoG staff involved in supporting simulation contribute to the student's PAD to inform decisions on progression.

The programme team tell us they intend to increase the use of PUSCs within simulated learning. PUSCs tell us they'd like to be more involved in teaching and learning including simulation. (Recommendation one)

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- Evidence to ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies (R2.9)

MET ☒   **NOT MET** ☐

R2.9 is met. There's evidence to indicate the curriculum has an appropriate balance of theory and practice learning opportunities. The programme has a practice focus based on feedback from previous students who feel that there should be more emphasis on practice. Practice learning comprises 55 percent of the programme. Over the modules shared between the two routes there's on average two days of theory a week and two days of practice, with one day directed study or simulation. At the end of the programme there's a period of consolidation in practice.

Practice is embedded in identified modules and the programme is designed as a spiral progressive curriculum to ensure students build on their knowledge and skills across the programme within theory and practice. Practice is aligned with a module in each term to ensure there's progression from term to term. These modules are health promotion and protection: an integrated approach for DN, developing autonomous practice for DN and advancing leadership and innovation for specialist practice.

There's a range of learning and teaching strategies in the proposed programme. These include tutorials, a flipped classroom approach using the virtual learning environment, Panopto lecture capture, simulation and interactive technology such as Mentimeter. Students tell us of the positive experience to their learning and they particularly find simulation enhances their learning experience.

Evidence provides assurance that the following QA approval criteria are met:

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

YES ☐   **NO** ☐   **N/A** ☒

The programme isn't delivered in Wales.

- Evidence to ensure programmes are of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award (R2.11.1)

YES ☒   **NO** ☐

- Evidence to ensure programmes are no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes (R2.11.2)

YES ☒   **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula are met		
	YES ☒	**NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to curricula are met		
	YES ☒	**NO** ☐

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 18 May 2023		

Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

Standard 3: Practice learning
Approved education institutions must: R3.1 ensure that suitable and effective arrangements and governance for practice learning are in place for all students, including arrangements specifically tailored to those applicants who are self-employed and/or self-funded   **Approved education institutions, together with practice learning partners, must:**   R3.2 ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC *Standards for student supervision and assessment*   R3.3 provide practice learning opportunities that allow students to develop, progress and meet all the standards of proficiency for their: R3.3.1 intended field of SCPHN practice: health visitor, school nurse and occupational health nurse or,   R3.3.2 SCPHN public health nurse   R3.3.3 intended community nursing SPQ: these may be within the fields of community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or,

R3.3.4 in other specified field(s) of community nursing in health and social care nursing

R3.4 ensure that practice learning complies with the NMC *Standards for student supervision and assessment*

R3.5 take account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities, and

R3.6 ensure learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes culminating in a period of practice learning. This is dependent on the individual learning needs of the student to demonstrate overall proficiency and achieve the programme learning outcomes for their:

R3.6.1 intended field of SCPHN practice, SCPHN PHN practice or

R3.6.2 their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice.

Are the different routes clearly understood by students?

Standards framework for nursing and midwifery education, specifically R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically R1.1 – R1.11

Findings against the standard and requirements

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

- Evidence to ensure that suitable and effective arrangements and governance for practice learning are in place for all students, including arrangements specifically tailored to those applicants who are self-employed and/or self-funded (R3.1)

  MET ☒   NOT MET ☐

R3.1 is met. There's a practice-based learning strategy in place which outlines the quality assurance processes for the programme. The UoG has a faculty placement unit which oversees all practice learning. The programme team and PLPs confirm there's effective arrangements in place to support the quality of practice learning. All practice learning preparation is in partnership with PLPs and this includes self-employed and self-funded students. The PLPs tell us they're happy to support self-employed and self-funded students and provide the same governance for them. PLPs provide them with an NHS contract while they're students on the programme. Occupational health clearance and disclosure and barring service checks are undertaken by employers as part of the recruitment process. The programme team tell us they confirm checks have been taken.

PLPs tell us they determine the placements for SPQ DN students according to their organisational need. All practice learning areas have a link lecturer who aims to visit areas once a semester and records their visit on a link lecturer log sheet. Academic assessors of SPQ DN students have regular tripartite meetings with the practice assessor and the student to discuss progress. Students tell us they appreciate the support in the tripartite meetings. There's a tripartite log sheet to record these meetings. The programme team, link lecturers and academic assessors monitor practice learning, and if concerns are raised discuss them with PLPs. If concerns are serious they're reported to the UoG partnership relationship manager.

The UoG is an active member of the pan-London practice learning group which ensures a cohesive approach to practice learning across London.

- Processes are in place to ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC *Standards for student supervision and assessment* (R3.2)

MET ☒   NOT MET ☐

R3.2 is met. The SSSA requirements are considered in the recruitment process in partnership with the UoG and PLPs. This includes PLPs identifying practice supervisors and practice assessors for SPQ DN students. Practice supervisors and practice assessors are prepared through the pan London approach. Practice supervisors are prepared for their role with self-directed learning. Practice assessors of SPQ DN students attend a two-day preparation for the role. In addition, the programme team provide updates prior to the commencement of each cohort.

There's a practice assessor and practice supervisor handbook which outlines the roles and responsibilities of the practice supervisor, practice assessor and academic assessor. The handbook states that the academic assessor for the V300 programme is a different person from the SPQ DN part of the programme. Programme staff, PLPs, practice supervisors and practice assessors are fully aware of the SSSA and are aware to escalate any concerns. The implementation of the SSSA is monitored at partner relationship meetings.

R3.3 There is evidence that practice learning opportunities are provided that allow students to develop, progress and meet all the standards of proficiency for their:

- intended field of SCPHN practice: health visitor, school nurse and occupational health nurse or (R3.3.1)

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

N/A ☒

A SCPHN programme isn't proposed.

- intended community nursing SPQ: these may be within the fields of community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or (R3.3.3)

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.3.3 is met. Practice learning is integrated throughout the programme within identified modules. Students are allocated to a practice assessor by PLPs. During the programme the student has the opportunity to attend alternative practice learning opportunities. These alternative experiences could include interprofessional learning experiences, community matron roles, general health service management, research education, health promotion and experience with the head of community nursing. All practice learning supports students to develop knowledge and skill related to the SPCNSPQ for DN. The PAD is designed to reflect the stage of learning on the programme and the SPCNSPQ are assessed each term aligned with the modules being studied. By the end of the third term of the programme in both routes, students should demonstrate independence for each SPCNSPQ aligned to DN practice.

Within the PAD students complete a strengths, challenges, opportunities and threats analysis each term to identify individual learning needs that contribute to a learning plan. Progress and achievement are documented in the PAD and discussed at tripartite meetings with the practice assessor, academic assessor and student. Students tell us the tripartite meetings are valuable and the PAD supports their ongoing achievement.

- in other specified field(s) of community nursing in health and social care nursing (R3.3.4)

MET ☐   **NOT MET** ☐   **N/A** ☒

A community nursing SPQ in health and social care practice isn't proposed.

Evidence provides assurance that the following QA approval criteria are met:

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R3.4)

YES ☒   **NO** ☐

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Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

- There is evidence to demonstrate that the programme team takes account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities, and (R3.5)

MET ☒   **NOT MET** ☐

R3.5 is met. Evidence gathered from documentation and discussions with students confirms that there's a range of support services that take account of students' specific needs when allocating their practice learning placements. Students have access to wellbeing co-ordinators who advise on reasonable adjustments, and as part of this process a UoG inclusion plan is developed to ensure students access the support they need. It's the student's responsibility to share their inclusion plan with their practice supervisor and practice assessor.

Students tell us that they're well supported by practice supervisors to promptly identify and address gaps in learning. Opportunities for simulation enable students to undertake peer assessed practice which facilitates the practical implementation of theoretical concepts. Documentary evidence and the approval visit confirm that students access regular feedback from academic assessors, practice assessors and practice supervisors. In addition, students confirm that the assessment and feedback process takes account of their learning requirements, including reasonable adjustments for students with additional needs. For example, the robust induction system facilitates valuable exchange of background information which facilitates new students' seamless transition into the university.

R3.6 There is evidence to ensure learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes culminating in a period of practice learning. This is dependent on the individual learning needs of the student to demonstrate overall proficiency and achieve the programme learning outcomes for their:

- intended field of SCPHN practice, SCPHN PHN practice or (R3.6.1)

N/A ☒

A SCPHN programme isn't proposed.

- their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice (R3.6.2)

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.6.2 is met. Progress and achievement is documented in the PAD and discussed at tripartite meetings. The year planner and the programme

documentation confirm that the programme for both routes is designed to enable students to progress their learning in terms of complexity, culminating in a period of practice learning towards the end of the programme. For example, in term one the focus is on academic skill development, evidence-based practice and public health. Skill development focuses on history taking and consultation which is then developed in term two when students develop skills in enhanced assessment, differential diagnosis and treatment plans. Term three focuses on leading practice within the complexity of DN. The PAD supports the students to individualise their learning and develop learning action plans accordingly in their practice learning experience.

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: 18 May 2023

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 4: Supervision and assessment
Approved education institutions, together with practice learning partners, must: R4.1 ensure student support, supervision, learning and assessment complies with the NMC *Standards framework for nursing and midwifery education* R4.2 liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for

practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment

R4.3 ensure practice supervision, the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment*

R4.4 ensure practice supervisors:

R4.4.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals or

R4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students

R4.5 ensure practice and academic assessors:

R4.5.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ or

R4.5.2 can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ

R4.6 ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking

R4.6.1 in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN/community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person

R4.7 provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:

R4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,

R4.7.2 SCPHN public health nurse,

R4.7.3 their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or

R4.7.4 other specified field(s) of community nursing SPQ in health and social care

R4.8 ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met

R4.9 assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:

R4.9.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,

R4.9.2 SCPHN public health nurse practice,

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R4.9.3 their intended SPQ in the field of: community children's nursing, community
learning disabilities nursing, community mental health nursing, district
nursing, general practice nursing, and/or

R4.9.4 other specified field(s) of community nursing SPQ in health and social care
practice.

Standards framework for nursing and midwifery education, specifically*: R2.11;
R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17; R4.1, R4.2, R4.3, R4.4, R4.5,
R4.6, R4.8, R4.11; R5.9*

Standards for student supervision and assessment, specifically *R4.1 – R4.11*

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 QA approval criteria below is met or not met**

- There is evidence that ensures student support, supervision, learning and
assessment complies with the NMC *Standards framework for nursing and
midwifery education* (R4.1)

MET ☒   **NOT MET** ☐

R4.1 is met. Documentary analysis and meetings with the programme team, PLPs,
students and PUSCs confirm that support, supervision, learning and assessment
complies with the SFNME. The proposed programme is developed in collaboration
with PLPs, PUSCs and students.

Programme documentation demonstrates that robust processes and policies are in
place to ensure a partnership approach to support, supervision, learning and
assessment. PLPs tell us how they engage with the programme team to ensure
the requirements of the SFNME and the SSSA are implemented within the
programme. Any concerns identified in practice learning environments are
managed in partnership with PLPs. Students confirm they're allocated a practice
supervisor, practice assessor and academic assessor.

Information for students, practice supervisors and practice assessors is contained
within handbooks and the PAD. Students tell us they're advised about and have
access to the process for raising concerns within the practice and UoG learning
environments.

Students tell us that they're effectively supported through regular and timely
feedback (online and face to face), assessment and 'constructive feedback' which
keeps them informed of their progress. Students tell us the high quality of
feedback provides helpful guidance on specific points for improvement. In addition,

students confirm induction and transitional arrangements are well organised and clarify learning expectations.

Students tell us they gain feedback from PUSCs when in practice. PUSCs tell us they contribute to the provision of feedback to students when they undertake objective structured clinical examinations.

The programme assessment strategy is designed to support students to achieve the SPCNSPQ. The PAD requires that the students are assessed by their practice assessor through a range of methods including direct observation and professional discussions.

Documentary evidence confirms that educational audits are in place and there are appropriate systems and processes in place to support safe practice learning.

An external examiner for the programme is in place. All students who aren't achieving in practice have their PAD and supporting action plans moderated by the external examiner.

The UoG has a personal tutoring policy. All students are allocated a personal tutor at the start of their programme to support the student to achieve their educational and professional learning goals.

Students evaluate the programme informally and formally at modular and programme level through formal staff-student committees and module and practice evaluations. The programme staff tell us they build in time for students to complete module evaluations. The students tell us their feedback is always considered.

- There is evidence to confirm that the education institution and their practice learning partners liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment (R4.2)

MET ☒   **NOT MET** ☐

R4.2 is met. PLPs understand the principles and requirements of the SSSA and the roles of practice assessor, practice supervisor and academic assessor. Assurance is given by PLPs that there are adequate practice assessors and practice supervisors to support students.

The UoG provides practice supervisor and practice assessor training for all PLPs as needed. There's the equivalent of one day of online theoretical learning which is followed up by an interactive study day. PLPs tell us the preparation is valuable and supports them in their role. The programme team tell us they provide annual updates for all practice supervisors and practice assessors in November in preparation for the cohort starting in the January. There's also an opportunity for

any further updates as required, and tripartite meetings are an additional support opportunity for practice assessors and practice supervisors. Practice supervisors and practice assessors confirm by signing in the PAD that they've been prepared and meet all the requirements of their role.

There's a handbook for practice assessors and practice supervisors which clearly identifies roles and expectations. The handbook is clear on the differences between the two programme routes and states that students undertaking the V300 route have an academic assessor for the SPQ DN and a different one for the V300 to ensure they're supported by staff with the relevant experience. PLPs confirm they understand the practice assessment process.

Academic assessors hold relevant experience to support students on the proposed DN programme and are prepared for the role. The UoG has a process in place to support new staff transitioning into the academic assessor role which includes coaching from experienced academics. The academic assessor role is factored into staff workload and is monitored through the line management system.

- There is evidence that ensures practice supervision, the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment* (R4.3)

    MET ☐   **NOT MET** ☒

R4.3 is not met. Documentary evidence confirms the SPCNSPQ are mapped to learning outcomes for the programme and are assessed within the PAD. Practice assessors and practice supervisors are identified by PLPs and the programme team at the start of the programme and all students have a suitably qualified academic assessor. Educational audits confirm the available learning opportunities and confirm the SSSA are in place.

There's no practice in the final module of the work-based learning route and the academic assessor for those doing the V300 route is a different individual from the SPQ academic assessor. There's no evidence the SPQ academic assessor reviews the student's achievement of the SPCNSPQ and programme outcomes at the end of the programme. Currently the final sign off of the SPCNSPQ in the PAD is on completion of 80 academic credits. The programme team must provide evidence of the process for the SPQ academic assessor to confirm achievement of the SPCNSPQ at the end of the programme for both routes. (Condition one)

Evidence provides assurance that the following QA approval criteria are met:

- Processes are in place to ensure practice supervisors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals (R4.4.1) or

    YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to ensure practice supervisors can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students (R4.4.2)

  YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to ensure practice and academic assessors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ (R4.5.1) or

  YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to ensure practice and academic assessors can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ (R4.5.2)

  YES ☒   **NO** ☐   **N/A** ☐

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- Processes are in place to ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking (R4.6)

  MET ☒   **NOT MET** ☐

R4.6 is met. Documentary evidence and discussion at the approval visit confirm that all community SPQ students are assigned to a practice assessor who holds a DN SPQ. The assigned practice assessor is identified within the recruitment process in collaboration with PLPs. PLPs confirm there's an adequate number of appropriately experienced practice assessors to support the intended number of students.

- Processes are in place to ensure that in exceptional circumstances only, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN/community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person (R4.6.1)

  MET ☒   **NOT MET** ☐

R4.6.1 is met. In the exceptional circumstance, for example staff sickness, of a person needing to fulfil both the practice assessor and practice supervisor role this is a temporary arrangement. A meeting takes place between the PLP and the academic assessor to identify why this exceptional measure is required and to

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explore other options. If required, this is an agreed short-term measure and an action plan is put in place to monitor the arrangement and the student's learning experience.

Evidence provides assurance that the following QA approval criteria are met:

R4.7 Processes are in place to provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:

- their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse (R4.7.1)

    N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

    N/A ☒

A SCPHN programme isn't proposed.

- their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R4.7.3) or

    YES ☒   **NO** ☐   **N/A** ☐

- other specified field(s) of community nursing SPQ in health and social care (R4.7.4)

    YES ☐   **NO** ☐   **N/A** ☒

A community nursing SPQ in health and social care practice isn't proposed.

- There is evidence that all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met (R4.8)

    YES ☒   **NO** ☐

R4.9 There is evidence of processes to assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:

- their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse (R4.9.1)

    N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse practice (R4.9.2)

N/A ☒

A SCPHN programme isn't proposed.

- their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R4.9.3) and/or

YES ☒   **NO** ☐   **N/A** ☐

- other specified field(s) of community nursing SPQ in health and social care practice (R4.9.4)

YES ☐   **NO** ☐   **N/A** ☒

A community nursing SPQ in health and social care practice isn't proposed.

Assurance is provided that Gateway 1: *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* relevant to supervision and assessment are met

YES ☐   **NO** ☒

There's no practice in the final module of the work-based learning route and the academic assessor for those doing the V300 route is a different individual from the SPQ academic assessor. There's no evidence the SPQ academic assessor reviews the student's achievement of the SPCNSPQ and programme outcomes at the end of the programme. Currently the final sign off of the SPCNSPQ in the PAD is on completion of 80 academic credits. (Condition one)

Outcome

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

There's no evidence the SPQ academic assessor reviews the student's achievement of the SPCNSPQ and programme outcomes at the end of the programme.

Condition one: The programme team must provide evidence that the academic assessor for the community nursing SPQ collates and confirms the student's achievement of the SPCNSPQ and programme outcomes at the end of the programme. (SSSA R9.1, R9.2; SPRP R4.3)

Date: 18 May 2023

Post event review
Identify how the condition(s) is met:

Identify how the condition(s) is met:

Condition one: The programme team has developed a process to monitor and confirm the student's achievement of the SPCNSPQ and programme outcomes at the end of the programme by the academic assessor. Programme documentation is updated to include this process. The two programme routes have their own PAD. The PAD for the V300 route makes it explicit the programme academic assessor collates and confirms achievement of the programme outcomes at the end of the programme. The narrative is updated to identify the process at the end of the programme once the student has completed the V300 element of the programme.

Condition one is now met.

Evidence:
Process chart, undated
V300 route PAD, January 2024
Work-based learning route PAD, January 2024
V300 programme handbook, January 2024
V300 route programme specification, undated
V300 student practice guidance, January 2024
Standing panel programme approval document, undated
Practice assessor and practice supervisor guidance, undated

Date condition(s) met: 9 June 2023

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

Standard 5: Qualification to be awarded

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

R5.1 ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters' level

R5.2 inform the student that the SCPHN award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered

R5.3 inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration

R5.4 inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for

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nursing associate education.

SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme. If they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber, and

R5.5 inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice.

Standards framework for nursing and midwifery education, specifically R2.11, R2.20

Findings against the standards and requirements

Evidence provides assurance that the following QA approval criteria are met:

- The programme award to be approved is clearly identified in all programme documentation and is a minimum of a postgraduate masters' level (R5.1)

  YES ☒   **NO** ☐

- Processes are in place to inform the student that the SCPHN award must be registered with the NMC within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered (R5.2)

  N/A ☒

A SCPHN programme isn't proposed.

- Processes are in place to inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration (R5.3)

  YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber (R5.4), and

  YES ☒   **NO** ☐   **N/A** ☐

- Processes are in place to inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice (R5.5)

YES ☒   NO ☐   N/A ☐

Fall Back Award
If there is a fall back exit award with an SPQ annotation all NMC standards and proficiencies are met within the award

YES ☐   NO ☐   N/A ☒

No fall back exit award with a SPQ annotation is proposed.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met

YES ☒   NO ☐

Outcome		
Is the standard met?	MET ☒	NOT MET ☐
Date: 18 May 2023		
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		

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	☒	☐
Programme specification(s)	☒	☐
Module descriptors	☒	☐
Student facing documentation including programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for community nursing specialist practice qualifications*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for post-registration education programmes* (NMC, 2022) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered nurse responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: No apprenticeship route is proposed.		
List additional documentation: Evidence to meet condition: Process chart, undated V300 route PAD, January 2024 Work-based learning route PAD, January 2024 V300 programme handbook, January 2024 V300 route programme specification, undated V300 student practice guidance, January 2024 Standing panel programme approval document, undated Practice assessor and practice supervisor guidance, undated		
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	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: PG Dip Specialist practitioner DN, January 2023, three students Bachelor of science with honours (BSc (Hons)) Specialist practitioner DN, January 2023, one student BSc (Hons) Specialist practitioner DN, January 2022, one student		
People who use services and carers	☒	☐
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:

Safe, kind, effective care through quality
assurance of nursing, midwifery and
nursing associate education.

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: Barts Health NHS Trust, CQC inspection report, 12 February 2019 Guy's and St Thomas' NHS Foundation Trust, CQC inspection report, 23 July 2019 Maudsley Hospital, CQC inspection report, 18 March 2022 Medway Maritime Hospital, Medway NHS Foundation Trust, CQC inspection report, 30 July 2021 Royal Cornwall Hospitals NHS Trust, CQC inspection report, 26 February 2020 South London and Maudsley NHS Foundation Trust, CQC inspection report, 20 August 2021 The Barkantine Centre, CQC inspection report, 17 January 2023 The Royal London Hospital, CQC inspection report, 15 November 2022		
If you stated no above, please provide the reason and mitigation: The UoG is an established AEI and visits to resources aren't required as part of this approval.		
Additional comments: None identified.		

Issue record			
Final Report			
Author(s):	Heather Bain Clementina Aina	Date:	29 May 2023
Checked by:	Ian Felstead-Watts	Date:	7 June 2023

Submitted by:	Amy Young	Date:	11 July 2023
Approved by:	Natasha Thompson	Date:	17 July 2023