

**Programme approval report**

**Section one**

<b>Programme provider name:</b>	Manchester Metropolitan University
<b>Programmes reviewed:</b>	<p><b>Specialist community public health nursing:</b></p> <p>Health visiting <input type="checkbox"/></p> <p>Health visiting with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>School nurse <input type="checkbox"/></p> <p>School nurse with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Occupational health nurse <input type="checkbox"/></p> <p>Occupational health nurse with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Public health nurse <input type="checkbox"/></p> <p>Public health nurse with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p><b>Specialist community public health nursing (NMC 2022) apprenticeship:</b></p> <p>Health visiting apprenticeship <input checked="" type="checkbox"/></p> <p>Health visiting with integrated independent and supplementary prescribing (V300) apprenticeship <input checked="" type="checkbox"/></p> <p>School nurse apprenticeship <input checked="" type="checkbox"/></p>

	<p>School nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input checked="" type="checkbox"/></p> <p>Occupational health nurse apprenticeship <input type="checkbox"/></p> <p>Occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Public health nurse apprenticeship <input type="checkbox"/></p> <p>Public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p>
<b>Title of programme(s):</b>	<p>PGDip Specialist Community Public Health Nursing (Health Visitor)</p> <p>PGDip Specialist Community Public Health Nursing with V300 (Health Visitor)</p> <p>PGDip Specialist Community Public Health Nursing (School Nurse)</p> <p>PGDip Specialist Community Public Health Nursing with V300 (School Nurse)</p>
<b>Academic levels:</b>	
SCPHN health visiting	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
SCPHN school nurse	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p>

	<p>SCQF <input type="checkbox"/> Level 11</p>
<p>SCPHN school nurse with integrated independent and supplementary prescribing (V300)</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SCPHN occupational health nurse</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SCPHN public health nurse</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SCPHN public health nurse with integrated independent and supplementary prescribing (V300)</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SCPHN health visiting apprenticeship</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship</p>	<p>England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>

SCPHN school nurse apprenticeship	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7  SCQF <input type="checkbox"/> Level 11
<b>Date of approval visit:</b>	12 December 2023
<b>Programme start date:</b>	
SCPHN health visiting	
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	

SCPHN school nurse with integrated independent and supplementary prescribing (V300)	
SCPHN occupational health nurse	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN public health nurse	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN health visiting apprenticeship	16 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	16 September 2024
SCPHN school nurse apprenticeship	16 September 2024
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	16 September 2024
SCPHN occupational health nurse apprenticeship	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN public health nurse apprenticeship	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
<b>QA visitor(s):</b>	Registrant Visitor: Sally Martin Lay Visitor: Sandra Stephenson

## Section two

### Summary of review and findings

Manchester Metropolitan University (MMU) is an approved education institution (AEI) and an established provider of specialist community public health nursing (SCPHN). The school of nursing and public health (the school), within the faculty of health and education at MMU is seeking approval for the SCPHN health visiting (HV) apprenticeship with independent and supplementary prescribing (V300) is available as an optional module and SCPHN school nurse (SN) apprenticeship with V300 is available as an optional module. The proposed programme is a postgraduate diploma (PgDip), offered for full-time study at academic level seven. The programme is delivered at the main MMU campus.

The approval visit is undertaken face-to-face.

MMU is only proposing apprenticeship routes and therefore can't recruit self-funded or self-employed applicants. The following employer partners (EPs) are recommended for approval to support programme delivery. All proposed EPs attend the approval visit and confirm a commitment to support the programme intentions. Written statements of commitment are in place for Bolton NHS Foundation Trust (FT), Bridgewater Community Healthcare NHS FT, Manchester University NHS FT, Northern Care Alliance Group, Stockport NHS FT and Tameside and Glossop integrated NHS FT.

The programme is timetabled over 53 weeks plus time allocated to complete the end point assessment. Documentation confirms one intake per year. MMU sets minimum target numbers, but previous years' cohorts have been above minimum numbers with HV making up two-thirds of student numbers. MMU anticipates a minimum of 25 SCPHN students in September 2024. The number and proportion of HV and SN students is determined by EP workforce planning. The planned start date for the programme is 16 September 2024.

The programme leads for HV and SN are SCPHN registrants, they also act as personal tutor and academic assessor. Senior leaders confirm commitment to the programme. They tell us staff workload is carefully planned and that additional staff resource is available within the school. They confirm additional staff are trained academic assessors who can step into the role in the case of absence of the two programme leads should this be required.

Documentation and the approval visit confirm the programme is developed with EPs to meet the contemporary health and wellbeing needs of individuals, communities and populations. There's evidence to confirm partnership working between MMU and a range of stakeholders, including EPs, students and limited involvement with people who use services and carers (PUSCs).

The northwest practice education group (NWPEG) has strategic oversight of the governance of practice placements to ensure quality and safety. A school wide audit is in place for all placement settings. MMU has developed its own SCHPN practice assessment document (PAD) with a separate mapping document to link the apprenticeship standards and the NMC proficiencies. The PAD doesn't explicitly include the mechanism for recording evidence of progression towards and achievement of the standards of proficiency for specialist community public health nurse (SPSCPHN) (NMC, 2022).

Documentation confirms and MMU report that there's no differential attainment across SCPHN programmes. The programme lead continues to monitor and report on the proposed programme on a yearly basis at faculty level.

The SCPHN programme is presented for approval against the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) and Standards for post registration programmes (SPRP) (NMC 2022, updated 2023). The faculty have implemented the SSSA across all NMC programmes from September 2019.

The SFNME isn't met at programme level as conditions apply.

The SSSA aren't met at programme level as conditions apply.

The programme is recommended for approval subject to five NMC conditions and one university condition. Four NMC recommendations and one university recommendation are made.

Updated 27 February 2024:

Evidence is provided to meet the five NMC conditions. The conditions are now met. The programme is recommended to the NMC for approval.

University condition is confirmed as met.

Date: 27 February 2024.

### Recommended outcome of the approval panel

**Recommended outcome to the NMC:**

Programme is recommended to the NMC for approval

	<p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p><b>Conditions:</b></p>	<p><b>Effective partnership working: collaboration, culture, communication and resources:</b></p> <p>Condition one: Provide an implementation plan that details how MMU and EPs work in partnership to ensure PUSCs are involved, prepared and supported to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. (SFNME R1.12, R2.7, R5.14; SPRP R2.1)</p> <p><b>Selection, admission and progression:</b></p> <p>Condition six: Have a clear statement for identifying the collaborative process for determining the choice of optional unit the learner will undertake. (University condition)</p> <p><b>Practice learning:</b></p> <p>Condition two: Remove the non-academic credits applied to practice learning and amend to pass/fail. This must be clearly evidenced in programme and marketing documentation including student and practice assessor and practice supervisor facing documentation. (SFNME R1.1, R5.15; SPRP R2.1)</p> <p>Condition three: Demonstrate how and where students are informed of the nominated person for each practice setting. (SSSA R1.5; SPRP R4.3)</p> <p><b>Assessment, fitness for practice and award:</b></p> <p>Condition four: Provide student and practice assessor and practice supervisor facing programme documentation that demonstrates visibility and direct mapping of the SPSCPHN to theory and practice learning. The PAD must explicitly include recorded evidence of progression towards and achievement of</p>

	<p>the SPSCPHN. (SFNME R2.2, R2.12; SSSA R3.3, R4.9; SPRP R4.8, R4.9)</p> <p><b>Education governance: management and quality assurance:</b></p> <p>Condition five: Demonstrate governance processes to ensure clinical assessment is within SCPHN scope of practice and ensure practice assessors and practice supervisors contextualise the scope of prescribing practice to SCPHN. (SFNME R2.3; SPRP R2.3)</p>
<p><b>Date condition(s) to be met:</b></p>	<p>28 February 2024</p>
<p><b>Recommendations to enhance the programme delivery:</b></p>	<p>Recommendation one: Consider reviewing and monitoring the ongoing enhancements to programme co-production with all stakeholders. (SFNME R1.12)</p> <p>Recommendation two: Consider reviewing and expanding opportunities for further interprofessional learning (IPL) across theory and practice learning. (SFNME R1.3, R3.2)</p> <p>Recommendation three: Consider incorporating technology and simulation developments that support learning opportunities across the programme and the two routes. (SFNME R3.4; SPRP R2.9)</p> <p>Recommendation four: Consider developing an implementation plan to enhance practice supervisors and practice assessors familiarisation with the new PAD. (SPRP R4.2)</p> <p>Recommendation five: Consider applying a holistic approach to the formative and summative assessment strategies to demonstrate parity of effort across credit sizes. (University recommendation)</p>
<p><b>Focused areas for future monitoring:</b></p>	<ul style="list-style-type: none"> <li>• Sufficient resource for the SCPHN academic assessor role.</li> <li>• Sufficient practice assessors and practice supervisors for V300 to contextualise the scope of prescribing practice to SCPHN.</li> <li>• Time available for practice assessors to meet with students and complete the PAD.</li> </ul>

	<ul style="list-style-type: none"> <li>• Monitor the uptake and impact of the V300.</li> </ul>
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**Programme is recommended for approval subject to specific conditions being met**

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

MMU, the school has set up a lived experience network to work collaboratively with PUSCs in the delivery, evaluation and co-production of the programme. They have also detailed a number of actions to demonstrate how PUSCs will be involved in the design, recruitment and selection, delivery and assessment of the curriculum in theory and practice. Condition one is met.

MMU programme and marketing documentation has been revised to remove the non-academic credits from the practice learning module. Condition two is met.

MMU has confirmed that the EPs practice education facilitator has been defined as the nominated person for students on the SCPHN programme. The EPs non-medical prescribing (NMP) lead has been defined as the nominated person for students on the V300 non-medical prescribing programme. This has been updated in the programme handbook, the specialist practice handbook and practice supervisor and practice assessor handbook. Condition three is met.

MMU, the school placement documents and the PAD have been revised to visibly reflect and map to the NMC SPSCPHN. Condition four is met.

The programme leads in collaboration with EPs have set out a plan utilising current SCPHN prescribers to demonstrate that students on the V300 programme will undertake clinical assessment within the SCPHN scope of practice to meet the Royal Pharmaceutical Society (RPS) prescribing competency framework (2021) and Standards for prescribing programmes (NMC 2018, updated 2023). Condition five is met.

The Chair has confirmed that the university condition is met.

<b>AEI Observations</b>	<b>Observations have been made by the education institution</b> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
<b>Summary of observations made, if applicable</b>	
<b>Final recommendation made to NMC:</b>	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>  Recommended to refuse approval of the programme <input type="checkbox"/>

<b>Date condition(s) met:</b>	27 February 2024

### **Section three**

<b>NMC Programme standards</b>
<p>Please refer to NMC standards reference points:  <a href="#">Standards for post-registration education programmes</a> (NMC 2022, updated 2023)  <a href="#">Standards of proficiency for specialist community public health nurses</a> (NMC, 2022)  <a href="#">Standards framework for nursing and midwifery education</a> (NMC 2018, updated 2023)  <a href="#">Standards for student supervision and assessment</a> (NMC 2018, updated 2023)  <a href="#">The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates</a> (NMC, 2015 updated 2018)  <a href="#">Quality assurance framework for nursing, midwifery and nursing associate education</a> (NMC, 2020)  <a href="#">QA Handbook</a> (NMC, 2022)</p>

<b>Partnerships</b>
<p>The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.</p>
<p><b>Please refer to the following NMC standards reference points for this section:</b></p> <p><a href="#">Standards framework for nursing and midwifery education</a> (NMC 2018, updated 2023)</p> <p><b>Standard 1: The learning culture:</b>  R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders  R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p><b>Standard 2: Educational governance and quality:</b>  S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders  R2.4 comply with NMC <a href="#">Standards for student supervision and assessment</a>  R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of</p>

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 people who use services 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 people who use services contribute to student assessment

[\*Standards for student supervision and assessment\*](#) (NMC 2018, updated 2023)

**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 users of service, registered and non-registered individuals, and other students as appropriate

**Standard 2: Expectations of practice supervisors:**

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

**Standard 3: Practice supervisors: role and responsibilities:**

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

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

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

**Standard 7: Practice assessors: responsibilities:**

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

**Standard 9: Academic assessors: responsibilities:**

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

**Findings against the standard and requirements**

**Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, people who use services, students and any other stakeholders.**

Documentation and the approval visit confirm a series of meetings with stakeholders, including practice assessors and practice supervisors, existing SCPHN students, SCPHN managers and EPs, to plan and develop the programme. Documentation confirms SCPHN managers, EPs, practice assessors, practice supervisors and current SCPHN apprentices views have been sought over many aspects including the length of programme, the percentage of theory and practice hours, number of public health days, consolidated practice, the suggested draft timetable, V300 module, new modules and changes to assessment, such as a child objective structured clinical examination (OSCE).

SCPHN managers, practice assessors and practice supervisors and students all confirm excellent communication with MMU and tell us the programme team are highly responsive.

Input from PUSCs is through discussion by the programme leads with some parent groups at clinics or through discussion with individuals. One PUSC tells us they shared their lived experience of HV support. Feedback from PUSCs has influenced the design and content of the programme. MMU tell us the school is planning to reintroduce and further develop the PUSC group and recognise the need for a staff member to be appointed to lead and co-ordinate the group and strengthen wider stakeholder engagement. (Recommendation one)

There's no formal sustainable structure for co-production with PUSCs. Involvement of PUSCs in student recruitment and selection is inconsistent across EPs with only one EP currently involving PUSCs in the process. PUSC involvement in student assessment is limited to feedback in practice in the final stage of the programme. (Condition one)

Documentation and the approval visit confirm that MMU undertake joint recruitment and selection with the EPs. They hold early conversations with EPs about expected numbers and undertake joint interviews. MMU confirm that the choice of the optional 20 credit module of either the independent study in practice or V300 is led by EPs with the student. Application for the V300 module is made at the point of application for the SCPHN programme. MMU confirm they work closely with EPs to be assured of disclosure and barring service (DBS) and occupational health (OH) clearance and have a process in place to address any issues arising.

The practice supervisor and practice assessor handbook confirms it's the programme team's role to ensure that sufficient support and programme information is provided for practice assessors and practice supervisors to carry out their roles. MMU offers practice assessor and practice supervisor forums three times per academic year to ensure staff are equipped to support students' practice learning. Optional online drop-in sessions are held to support understanding of the new programme, apprenticeship standards, NMC SCPHN standards and PAD. Attendance at forums is monitored and information is shared to support practice assessor and practice supervisors who can't attend in person. Practice assessors and practice supervisors are required to complete annual update training and sign in the PAD that this is complete.

The programme team tell us they've invited experienced practice assessors from all EPs to be part of a new working group. MMU recognises how different the new SPRP are and want to enhance confidence and competence in practice supervisors and practice assessors to effectively support students' learning. Meetings will support practice assessors to explore how SCPHN students will evidence they've met the SPRP, SPSCPHN and institute for apprenticeships and

technical education (IfATE) SCPHN standards. Ideas will be collated and cascaded to practice supervisors and practice assessors at further meetings.

The programme team tell us they want to future-proof the programme and offer the 20 credit V300 module in response to the needs of some EPs, with workforce plans in place to develop practice supervisors and practice assessors for V300 within SCPHN. Whilst some praise the ambition, SCPHN managers, practice supervisors and practice assessors tell us of challenges in extending prescribing and the lack of practice supervisors and practice assessors within current HV and SN services. Current and previous SCPHN students have a mixed view, they articulate concerns about how they'd be supervised and assessed within the HV and SN practice learning environment. (Condition five)

Students tell us of limited opportunities for IPL within the theoretical elements of the programme so there's scope for expansion. (Recommendation two).

Students confirm that they've opportunities to give feedback about the programme at the end of each module through their student representative. Student representatives tell us the programme team are responsive, referring to previous meeting topics as a starting point to ensure issues are addressed and to see if themes emerge. Changes are made to the timetabling of theory and practice days in response to their feedback which increases learning opportunities in practice.

Documentation and the approval visit confirm the apprenticeship unit works closely with EPs over the academic year to ensure ongoing quality. The apprenticeship unit has a safeguarding lead to ensure individual and public safety. The SCPHN programme team have monthly meetings with the apprenticeship programme manager to discuss quality and risk, including anticipated student numbers and staff resourcing to meet programme requirements.

Documentation and the approval visit confirm that MMU works through NWPEG. Where there's an adverse CQC report, assurance of the governance of practice placements to ensure quality and safety is discussed and evidenced.

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

**MET**  **NOT MET**

PUSC involvement in the development of the programme is led by the programme lead through discussions with parenting groups and individuals. There's no formal structure for co-production. Involvement of PUSCs in student recruitment and selection is inconsistent across EPs with only one EP currently involving PUSCs in the process. PUSC involvement in student assessment is limited to feedback in practice in the final stage of the programme. (Condition one)

Condition one: Provide an implementation plan that details how MMU and EPs work in partnership to ensure PUSCs are involved, prepared and supported to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. (SFNME R1.12, R2.7, R5.14; SPRP R2.1)

The programme team tell us they want to future-proof the programme and offer the 20 credit V300 module in response to the needs of some EPs, with workforce plans in place to develop practice supervisors and practice assessors for V300 within SCPHN. Whilst some praise the ambition, SCPHN managers, practice supervisors and practice assessors tell us of challenges in extending prescribing and the lack of practice supervisors and practice assessors within current HV and SN services. (Condition five)

Condition five: Demonstrate the governance processes to ensure clinical assessment is within SCPHN scope of practice and ensure practice assessors and practice supervisors contextualise the scope of prescribing practice to SCPHN (SFNME R2.3; SPRP R2.3)

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

**MET**  **NOT MET**

### Post Event Review

#### Identify how the condition is met:

Condition one: The school has set up a lived experience network to work collaboratively with PUSCs in the delivery, evaluation and co-production of the programme. They have also detailed a number of actions to demonstrate how PUSCs will be involved in the design, recruitment and selection, delivery and assessment of the curriculum in theory and practice.

Condition one is met.

#### Evidence:

Conditions lived experience network presentation, undated  
SCPHN portfolio September 24 orientation document, undated  
Revised practice assessment documents (HV and SN), undated

Condition five: The programme leads in collaboration with EPs have set out a plan utilising current SCPHN prescribers to demonstrate that students on the V300 programme will undertake clinical assessment within the SCPHN scope of practice to meet the RPS prescribing competency framework (2021) and NMC prescribing standards (2023). Condition five is met.

#### Evidence:

RPS, a competency framework for all prescribers, September 2021

Date condition(s) met: 27 February 2024

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

### Independent/Supplementary Prescriber (V300)

Please indicate whether the V300 is a compulsory or optional element of the Specialist community public health nursing programme.

Optional  Compulsory  N/A

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 March 2021

### 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, R2.9, R2.11

**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, updated 2023).

**Proposed transfer of current students to the [Standards for student supervision and assessment](#)** (NMC 2018, updated 2023).

Demonstrate a robust process to transfer current students onto the [Standards for student supervision and assessment](#) (NMC 2018, updated 2023).

### 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)  
YES  NO  N/A
- 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)  
N/A

An SPQ programme isn't proposed.

- 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)  
YES  NO  N/A
- 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)  
N/A

An SPQ programme isn't proposed.

**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. Documentation and the approval visit confirm all EPs support the SSSA. Each student is assigned an appropriate SCPHN experienced named practice assessor, practice supervisor and academic assessor. The job role analysis and EP declaration clearly sets out EP responsibilities to provide appropriate support and supervision in line with the SSSA, including protected learning time. MMU verifies this information and confirms that practice learning audits are in place.

To ensure EPs can support learners in practice, MMU offers three sessions per year for practice assessors and practice supervisors. The academic assessor undertakes a minimum of two tripartite placement meetings per year. In addition, the skills coach undertakes three practice reviews with the student, practice assessor and practice supervisor to offer support and guidance to ensure the SSSA are met.

**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)

**YES**  **NO**  **N/A**

- 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)

**N/A**

An SPQ programme isn't proposed.

- 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 evaluative summary to confirm how the *Standards for post-registration education programmes* and *Standards of proficiency for specialist community public health nurses (NMC, 2022)* will be met through the transfer of existing students onto the proposed programme.

Current students won't transfer to the proposed programme.

**Proposed transfer of current students to the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023).**

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.

The SSSA are adopted for current SCPHN students. There's no transfer required. Existing students are transferred to the SSSA since 2019.

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: 12 December 2023

**Post event review**

Identify how the condition(s) is met:

N/A		
<b>Date condition(s) met:</b>		
N/A		
<b>Revised outcome after condition(s) met:</b>	<b>MET</b> <input type="checkbox"/>	<b>NOT MET</b> <input type="checkbox"/>
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 that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies
- R2.9 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment
- R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and
- 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, R2.15, R2.17, R2.19, R2.20, 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)  
YES  NO  N/A

R2.1 isn't met. There's no formal, sustainable structure for co-production with PUSCs. Involvement of PUSCs in student recruitment and selection is inconsistent across EPs with only one EP currently involving PUSCs in the process. PUSC involvement in student assessment is limited to feedback in practice in the final stage of the programme. (Condition one)

Programme and marketing documentation indicates that 20 credits are applied to the specialist practice in learning module. Programme leads confirm that no academic credits are applied. (Condition two)

- 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)  
N/A

An SPQ programme isn't proposed.

- 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

R2.3 isn't met. MMU is offering the V300 as an optional module. They confirm that programme delivery is in accordance with the V300 approved programme to meet the standards for prescribing programmes (NMC 2018, updated 2023) and the Royal Pharmaceutical Society (RPS) competencies set out in the RPS competency framework (RPS 2021). They tell us that the plan is to use a practice assessor with the V300 qualification from a related area such as SPQ community nursing as the V300 isn't yet established within SCPHN. EPs confirm that the necessary arrangements and governance structures aren't yet in place to support practice learning and ensure that clinical assessment is within the SCPHN scope of practice for the V300. They tell us that apart from the infant feeding team the infrastructure isn't yet in place. (Condition five)

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

- students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse (R2.4.1)  
YES  NO  N/A

- students to enter the SCPHN register for the public health nurse qualification (R2.4.2)  
YES  NO  N/A

A public health nurse 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)  
N/A

An SPQ programme isn't proposed.

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

An SPQ programme 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)  
YES  NO  N/A

- core standards of proficiency for SCPHN that are tailored to public health nursing (R2.5.2)  
YES  NO  N/A

A public health nursing 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)  
N/A

An SPQ programme isn't proposed.

**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.**

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)

**MET**  **NOT MET**  **N/A**

R2.6.1 is met. Documentation and the approval visit confirm students' practice learning focuses on their intended field of SCPHN, either HV or SN, whilst meeting both core and field specific standards. A separate mapping documentation links core and field specific SPSCPHN for each intended field of practice and field specific knowledge and skills and behaviours for the apprenticeship.

The PgDip comprises 120 credits at level seven, comprising of core and field specific modules and an optional module. 50 credits are applied to the core modules, 50 credits are applied to the field specific modules and 20 credits to the optional module.

Students, in consultation with the EP, choose the 20-credit option of V300 or the independent study project in specialist practice. The programme lead checks the independent study project is relevant to the students' field of practice.

Documentation details a range of learning and teaching strategies including online and face to face synchronous and asynchronous teacher led sessions, student group work, directed study and a collaborative learning day. Assessment strategies and marks awarded vary across the modules and include academic assignments, examinations in theory and practice and poster presentations. Programme leads tell us that the assessments prepare students to develop their academic capability and confidence. They tell us that students have presented at conferences and have papers published.

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

**MET**  **NOT MET**  **N/A**

A public health nurse 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)

N/A

An SPQ programme isn't proposed.

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)

MET  NOT MET

R2.7.1 is met. Mapping documents set out core and field specific SPSCPHN across spheres. Documentation shows the curriculum content of the SCPHN programme is mapped against the SPRP and the SPSCPHN.

Documentation and the approval visit confirm the academic and practice modules focus student learning on their intended field of SCPHN practice. Field specific learning is delivered in the separate HV and SN academic modules. In the shared learning academic modules, students are directed and supported by the academic assessor to focus on their own specific field. The apprenticeship programme is mapped to the SPSCPHN. The module specifications outline how specific outcomes are met.

- 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)

N/A

An SPQ programme isn't proposed.

- Evidence to ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies (R2.8)

MET  NOT MET

R2.8 is met. The programme has a balance of theory and practice learning opportunities, agreed in consultation with EPs and existing SCPHN apprentice students. Documentation details a range of learning and teaching strategies

including online and face to face synchronous and asynchronous teacher led sessions, student group work, directed study and a collaborative learning day. Teaching and learning methods include scenarios and case studies and learning from child safeguarding practice reviews. Students give and receive peer feedback. Students tell us teaching is very interactive and discussion is encouraged. They tell us peer discussion and learning are highly effective as they work with very diverse populations and so bring different perspectives and experiences to each other's learning.

- Evidence to ensure that technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment (R2.9)

**MET**  **NOT MET**

R2.9 is met. MMU's computer assisted virtual environment (CAVE) enables students to learn through real-life scenarios in a safe environment. New modules, including assessing children and young people in specialist practice are planned for the CAVE. Students access MMU's virtual learning environment, Moodle (this is the name of the software, not an acronym or abbreviation) for programme information and for submission of some assessments. Social media use is encouraged to share good practice, network with other practitioners, raise the profile of SCPHN practice and engage in contemporary issues. A MMU policy is in place regarding safe social media use which is highlighted to students and referenced in the handbook.

MMU's virtual community, Birley Place, is designed to represent Greater Manchester's multi-cultural and diverse communities. It has three distinct neighbourhoods incorporating people, homes, schools, businesses, health and social care services and leisure facilities. Each neighbourhood is modelled on an area of the city using real-life socio-economic, health and lifestyle data. Documentation suggests the virtual community is enhanced during physical clinical skills and immersive simulation sessions with PUSCs working with students, however current and recent students tell us they've little experience of simulation. (Recommendation three)

**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 is delivered in England in English.

- 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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<ul style="list-style-type: none"> <li>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)</li> </ul>	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<p>Assurance is provided that Gateway 1: <a href="#">Standards framework for nursing and midwifery education</a> relevant to curricula are met</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>There's no formal and sustainable structure for co-production with PUSCs. Involvement of PUSCs in student recruitment and selection is inconsistent across EPs with only one EP currently involving PUSCs in the process. PUSC involvement in student assessment is limited to feedback in practice in the final stage of the programme. (Condition one)</p> <p>Programme and marketing documentation indicates that 20 credits are applied to the specialist practice in learning module. Programme leads confirm that no academic credits are applied. (Condition two)</p> <p>The programme team tell us they want to future-proof the programme and offer the 20 credit V300 module in response to the needs of some EPs, with workforce plans in place to develop practice supervisors and practice assessors for V300 within SCPHN. Whilst some praise the ambition, SCPHN managers, practice supervisors and practice assessors tell us of challenges in extending prescribing and the lack of practice supervisors and practice assessors within current HV and SN services. (Condition five)</p> <p>Assurance is provided that Gateway 2: <a href="#">Standards for student supervision and assessment</a> relevant to curricula are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<b>Outcome</b>	
<b>Is the standard met?</b>	MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/>
<p>There's no formal and sustainable structure for co-production with PUSCs. Involvement of PUSCs in student recruitment and selection is inconsistent across EPs with only one EP currently involving PUSCs in the process. PUSC involvement in student assessment is limited to feedback in practice in the final stage of the programme.</p>	

Condition one: Provide an implementation plan that details how MMU and EPs work in partnership to ensure PUSCs are involved, prepared and supported to engage with ongoing programme design, recruitment and selection, delivery, assessment and evaluation processes. (SFNME R1.12, R2.7, R5.14; SPRP R2.1)

The application of academic credits within the specialist practice module is confusing, if applied the programme would total 140 credits which is higher than required for a PGDip qualification.

Condition two: Remove the non-academic credits applied to practice learning and amend to pass/fail. This must be clearly evidenced in programme and marketing documentation including student and practice assessor and practice supervisor facing documentation. (SFNME R1.1, R5.15; SPRP R2.1)

The programme team tell us they want to future-proof the programme and offer the 20 credit V300 module in response to the needs of some EPs, with workforce plans in place to develop practice supervisors and practice assessors for V300 within SCPHN. Whilst some praise the ambition, SCPHN managers, practice supervisors and practice assessors tell us of challenges in extending prescribing and the lack of practice supervisors and practice assessors within current HV and SN services.

Condition five: Demonstrate governance processes to ensure clinical assessment is within SCPHN scope of practice and ensure practice assessors and practice supervisors contextualise the scope of prescribing practice to SCPHN. (SFNME R2.3; SPRP R2.3)

**Date:** 12 December 2023

### Post event review

#### Identify how the condition(s) is met:

Condition one: The school of nursing and public health has set up a lived experience network to work collaboratively with PUSCs in the delivery, evaluation and co-production of the programme. They have also detailed a number of actions to demonstrate how PUSCs will be involved in the design, recruitment and selection, delivery and assessment of the curriculum in theory and practice. Condition one is met.

#### Evidence:

Conditions lived experience network presentation, undated  
SCPHN portfolio September 24 orientation document, undated  
Revised practice assessment documents (HV and SN), undated

Condition two: The programme and marketing documentation has been revised to remove the non-academic credits from the practice learning module. Condition two is met.

**Evidence:**

Revised PGDip SCPHN programme specification 2024-25, undated  
Revised PGDip SCPHN programme handbook 2024, undated  
Revised PGDip SCPHN practice assessor and practice supervisor handbook 2024, undated  
Revised PGDip SCPHN specialist practice handbook 2024, undated  
Revised specialist practice of health visiting unit specification, undated  
Revised specialist practice of school nursing unit specification, undated  
PGDip SCPHN approval in principle (AiP), undated

**Condition five:**

The programme leads in collaboration with EPs have set out a plan utilising current SCPHN prescribers to demonstrate that students on the V300 programme will undertake clinical assessment within the SCPHN scope of practice to meet the Royal Pharmaceutical Society (RPS) prescribing competency framework (2021) and Standards for prescribing programmes (NMC 2018, updated 2023). Condition five is met.

**Evidence:**

RPS, a competency framework for all prescribers, September 2021.

**Date condition(s) met:** 27 February 2024

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

*Standards framework for nursing and midwifery education, specifically R1.1, R1.3, R1.5; R2.10, R2.15; 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 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 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. MMU provide a PgDip SCPHN pathway for self-funders and self-employed document. However, MMU isn’t confirming governance arrangements related to self-funded or self-employed students as they’re only proposing apprenticeship routes and therefore there can’t be any self-funded or self-employed applicants admitted to the programme. The programme team are aware of the process required should MMU propose future non-apprenticeship SCPHN routes.

The job role analysis and EP declaration set out clearly the expectations and responsibilities for EPs to provide appropriate support and supervision for students to meet the SPSPCHN and achieve expected outcomes. Handbooks set out EP, practice assessor and practice supervisor, student and the school's responsibilities in regard to practice learning.

- 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. Documentation and the approval visit confirm all students are allocated a practice assessor, practice supervisor and academic assessor from the same field of practice as the student, for the duration of the programme. EPs confirm that practice assessors have undertaken a period of preceptorship in line with the NMC principles of preceptorship as a SCPHN. Alternatively, practice assessors can evidence prior learning and relevant practice assessor experience to enable them to engage in fair, reliable and valid assessment. Similarly, practice supervisors must evidence prior learning and relevant practice supervisor experience that enables them to facilitate learning opportunities for post-registration learning or evidence that they have undertaken a period of preceptorship in line with the NMC principles of preceptorship as a SCPHN.

Tripartite meetings with academic assessors and placement reviews by skills coaches ensure students have regular opportunities to discuss their progress, supervision and support. Students tell us they receive excellent support from skills coaches and the academic assessors who are responsive to any communication. Practice supervisors and practice assessors tell us meetings with academic assessors and skills coaches are scheduled and planned for, ensuring tripartite meetings are facilitated. Students tell us practice supervisors and practice assessors always meet with them and complete sign off documentation. They tell us that approaches vary across EPs in regard to protected time being given to practice supervisors and practice assessors, some of whom complete paperwork in their own time due to their case load. This is an area for future monitoring.

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)

**MET**  **NOT MET**  **N/A**

R3.3.1 is met. Documentation confirms that all students have opportunities to meet the SPSCPHN for their chosen field by being allocated to practice supervisors, practice assessors and academic assessors in the same appropriate placement settings. Students are encouraged and supported to experience practice in other fields and alternative practice learning placements. 112 days of practice learning are included in the PgDip SCPHN programme.

- SCPHN public health nurse (R3.3.2)

MET  NOT MET  N/A

A public health nurse 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)

N/A

An SPQ programme isn't proposed.

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

N/A

An SPQ programme 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

**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 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. The SCPHN pre-induction letter signposts students to the different support available to them at MMU, including the disability and inclusion service (DIS). The DIS develop personal learning plans for students with additional needs

who require reasonable adjustments for learning and assessment. Students are encouraged to share these with EPs.

Documentation confirms students are supported by trust policies, including OH assessments and reasonable adjustments in the workplace. The learning environment orientation proforma in the PAD, completed by the practice assessor when students start the programme includes recognition of the student's additional needs.

Each student is allocated a personal tutor who is also their academic assessor. The programme lead acts as personal tutor and academic assessor and tells us they know the students well and are confident in supporting them. Students tell us the support they receive is excellent and there's no issue with the academic assessor having a large number of students allocated to them. Students are also allocated a skills coach, with appropriate SCPHN experience who further supports them in practice. Students tell us the skills coach also offers excellent support. They always offer one-to-one sessions following each tripartite meeting to allow students a safe space to discuss and share any issues or concerns.

Practice assessors and practice supervisors tell us they support students who have personal learning plans and encourage them to share with MMU any circumstances or difficulties they're having so that appropriate support can be given. MMU and EPs tell us they talk to students throughout the programme to encourage them to speak up about any issues they have. Students tell us of reasonable adjustments being made, such as earlier or later start times to fit in with caring responsibilities.

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)  
**MET**  **NOT MET**  **N/A**

R3.6.1 is met. Meetings with the academic assessor and skills coaches provide opportunities for students to demonstrate how they're linking theory to practice and if they're on track to meet all the SPSCPHN. Students are expected to develop through their own self-directed learning and to work closely with practice supervisors and practice assessors to identify their learning needs. Meetings with practice supervisors and practice assessors ensure progress is closely monitored and any required support is given. Documentation and the approval visit confirm that the student journey is carefully designed to progress each student's learning in

their chosen field. The extended period of practice learning is between five and 10 days and is flexible based upon the needs of each individual student.

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

N/A

An SPQ programme isn't proposed.

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: 12 December 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,

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: R2.12; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17; R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9*

*Standards for student supervision and assessment*

### 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. The programme team and EPs tell us there are resources in place to support practice assessors and practice supervisors to meet the SSSA. Preparation for the roles is coordinated by NWPEG who have responsibility for ensuring compliance with the SSSA. Practice assessors and practice supervisors confirm they undertake equality, diversity and inclusion training as part of mandatory training.

EPs complete a job role analysis to confirm the student's practice learning meets NMC requirements. They identify appropriate qualified practice assessors and practice supervisors to provide field specific learning and additional relevant learning opportunities. MMU monitors student progress through academic assessor tripartite meetings and skills coach placement reviews. EPs are required to notify any change of practice assessor or practice supervisor through the PAD ensuring students aren't left unsupported due to staff issues in practice. The programme is assessed through a range of strategies.

Documentary evidence and the visit confirms there's effective process in place at MMU to address any fitness to practise concerns. EPs and the programme team are clear that as an NMC registrant students are responsible for their professional behaviour. There's assurance that EPs also have processes in place as detailed in student facing documentation. The programme team tell us this is discussed with students at induction to the programme. Students tell us they're made aware of

this at induction and confirm they've sight of this information in programme documentation.

To achieve the PgDip SCPHN in HV and SN students must achieve 120 credits in theory. The formative assessments and final assessment in the PAD details student progress and provides evidence that the student has successfully achieved and been signed off as competent in all the SPSCPHN within their field of practice and is eligible to apply to the NMC for registration as a SCPHN.

- 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. Documentary evidence provides assurance that MMU and the programme team work with other AEIs in Greater Manchester to ensure compliance with the SSSA. The programme team and EPs tell us there are resources in place to support practice assessors and practice supervisors to meet the SSSA. This is clearly reflected in the proposed programme. The practice assessor checklist ensures that all required meetings and assessments are completed and includes a log of public health days completed and student attendance. Documentation and the approval visit confirm practice supervisor and practice assessor annual update training is a requirement and must be recorded in the PAD. Support is offered through three practice supervisor and practice assessor forums timetabled throughout the academic year. Practice supervisor and practice assessor roles and support is monitored through academic assessor tripartite meetings and skills coach reviews. Students and practice supervisors and practice assessors can request additional support meetings.

To implement the new programme MMU tell us that online monthly drop-in sessions are planned for practice supervisors and practice assessors to discuss achievement of the SPSCPHN. Practice assessors confirm they'll attend the school's working group to further develop their competence and confidence in the supervision and assessment of students and cascade learning to all practice supervisors and practice assessors. Practice supervisors and practice assessors confirm MMU is very responsive and supportive. (Recommendation four).

- 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 isn't met. Documentation confirms SSSA requirements are shared with students and EPs at the start of the programme. Students are assessed at set points throughout the year including three formative and one summative assessment. Students keep an ongoing record of progress in preparation for each assessment point in placement. The practice assessor must sign off students before they can move into an extended period of practice. Practice assessors are encouraged to use the taxonomy of learning to guide their assessment of the student's progress.

Students tell us that they report any concerns to MMU through their skills coach or academic assessor. They can't name their nominated person and this role isn't clear in student facing documentation. (Condition three)

**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 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**

- 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. Documentation and the approval visit confirm all students are assigned to experienced practice assessors in the relevant field of practice. Students tell us they're always supported in practice by suitably qualified registered SCPHN practitioners.

- 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. A flowchart sets out the steps which must be followed if, in exceptional circumstances, such as long-term sickness, the SCPHN student needs to be supported in practice by one person combining the practice supervisor and practice assessor role. The process for managing an exceptional circumstance is clearly detailed. Students are informed of the process.

**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)

**YES**  **NO**  **N/A**

- SCPHN public health nurse (R4.7.2)

**YES**  **NO**  **N/A**

A public health nurse 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

N/A

An SPQ programme isn’t proposed.

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

N/A

An SPQ programme 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

R4.8 isn’t met. The PAD is written against the SPSCPHN spheres of practice and IfATE standards for apprenticeship, the IfATE duties and the IfATE knowledge, skills and behaviours. The language used for recording achievement doesn’t reflect NMC language of attainment of the SPSCPHN. There’s a risk that students, practice supervisors, practice assessors and academic assessors will be unable to map learning and assessment effectively to the SPSCPHN. (Condition four)

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)

YES  NO  N/A

R4.9 isn’t met. The assessment criteria are worded throughout to reflect the IfATE standards of achievement of knowledge, skills and behaviours and doesn’t relate to NMC SPSCPHN. Whilst a separate mapping document is available, there’s a risk that students, practice supervisors, practice assessors and academic assessors will be unable to map learning and assessment effectively to the SPSCPHN. (Condition four)

- SCPHN public health nurse practice (R4.9.2)

YES  NO  N/A

A public health nurse 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

N/A

An SPQ programme isn't proposed.

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

N/A

An SPQ programme 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

Practice assessment documentation is designed to reflect the IfATE standards for apprenticeships and doesn't explicitly reflect the NMC SPSCPHN. As such they can't confirm fitness for practice and eligibility for award. (Condition four)

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

YES  NO

There's no evidence of a nominated person in each practice setting to actively support students and address student concerns. (Condition three)

The recording of the SPSCPHN in the PAD doesn't provide assurance that the SPSCPHN are met as the document is written in language to reflect the IfATE apprenticeship standards. A mapping document is available to practice assessors and practice supervisors this isn't integral to the PAD. (Condition four)

### Outcome

Is the standard met?

MET  NOT MET

The recording of the SPSCPHN in the PAD doesn't provide assurance that the SPSCPHN are met as the document is written in language to reflect the IfATE apprenticeship standards. A mapping document is available to practice assessors and practice supervisors this isn't integral to the PAD.

Condition four: Provide student and practice assessor and practice supervisor facing programme documentation that demonstrates visibility and direct mapping

of the SPSCPHN to theory and practice learning. The PAD must explicitly include recorded evidence of progression towards and achievement of the SPSCPHN. (SFNME R2.2, R2.12; SSSA R3.3, R4.9; SPRP R4.8, R4.9)

Students tell us that they don't know who the nominated person in practice is or what their role entails.

Condition three: Demonstrate how and where students are informed of the nominated person for each practice setting. (SSSA R1.5; SPRP R4.3)

**Date:** 12 December 2023

**Post event review**

**Identify how the condition(s) is met:**

Condition three: The EPs practice education facilitator has been defined as the nominated person for students on the SCPHN programme. The EPs NMP lead has been defined as the nominated person on the V300 non-medical prescribing programme. This has been updated in the programme handbook, the specialist practice handbook and practice supervisor and practice assessor handbook. Condition three is met.

**Evidence:**

Revised PGDip SCPHN programme handbook 2024, undated  
Revised PGDip SCPHN specialist practice handbook 2024, undated  
Revised PGDip SCPHN practice assessor and practice supervisor handbook 2024, undated

Condition four: All placement documents and the PAD have been revised to visibly reflect and mapped to the NMC standards of proficiency for SPSCPHN. Condition four is met.

**Evidence:**

Revised PADs (HV and SN), undated  
Revised health visitor apprentice ongoing record working document for year Sept 2024, undated  
Revised school nurse apprentice ongoing record working document for year Sept 2024, undated

**Date condition(s) met:** 27 February 2024

**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 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 R2.12, R2.21*

**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)  
YES  NO  N/A

- 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)

N/A

An SPQ programme isn't proposed.

- 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 registration as a SCPHN all NMC standards and proficiencies are met within the award

YES  NO  N/A

There are no fall back exit awards that permit NMC registration as a SCPHN.

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: 12 December 2023

<b>Post event review</b>		
<b>Identify how the condition(s) is met:</b>	N/A	
<b>Date condition(s) met:</b>	N/A	
<b>Revised outcome after condition(s) met:</b>	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environment handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for specialist community public health nurses</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for post-registration education programmes</i> (NMC 2022, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered SCPHN responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
<p>The student university handbook is available on the main university website. The ongoing record of achievement is contained in the PAD. A practice learning handbook isn't provided, however the audit of the practice learning environment and guidance are shared.</p>		
List additional documentation:		
<p>Conditions evidence: Lived experience network presentation, undated SCPHN portfolio September 24 orientation document, undated Revised practice assessment documents (HV and SN), undated RPS, a competency framework for all prescribers, September 2021 Revised PGDip SCPHN programme handbook 2024, undated Revised PGDip SCPHN practice assessor and practice supervisor handbook 2024, undated Revised PGDip SCPHN programme specification 2024-25, undated Revised PGDip SCPHN specialist practice handbook 2024, undated Revised specialist practice of health visiting unit specification, undated Revised specialist practice of school nursing unit specification, undated PGDip SCPHN AiP, undated Revised health visitor apprentice ongoing record working document for year September 2024, undated Revised school nurse apprentice ongoing record working document for year September 2024, undated</p>		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
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Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: Five HV alumni, 2022 cohort Two HV students, 2023 cohort Three SN alumni, 2022 cohort One SN student, 2023 cohort		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

	<b>YES</b>	<b>NO</b>
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bolton NHS FT, Care Quality Commission (CQC) inspection report, 18 October 2023 Cheadle Royal Hospital, CQC inspection report, 26 May 2023 Eleanor EHC Limited, CQC inspection report, 20 June 2023 Greater Manchester Mental Health NHS FT, CQC inspection report, 21 July 2023 Priory Wellbeing Centre – Manchester, CQC inspection report, 27 October 2022 Royal Bolton Hospital, CQC inspection report, 3 March 2023 St James' University Hospital, CQC inspection report, 6 August 2023		

Tameside and Glossop Integrated Care NHS FT, CQC inspection report, 4 July 2019

The Christie NHS FT, CQC inspection report, 12 May 2023

Manchester University NHS FT, CQC inspection report, 19 March 2019

If you stated no above, please provide the reason and mitigation:

MMU is an established AEI, a resource check isn't required.

Additional comments:

None identified.

**Mott MacDonald Group Disclaimer**

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

**Issue record**

**Final Report**

Author(s):	Sandra Stephenson Sally Martin	Date:	20 December 2023
Checked by:	Pamela Page	Date:	20 December 2023
Submitted by:	Mubaraq Sanusi	Date:	11 March 2024
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