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Programme approval visit report

Section one

Programme provider name:	Queen Margaret University
In partnership with: *(Associated practice learning partners involved in the delivery of the programme)*	NHS Lothian NHS Borders NHS Fife
Programme(s) reviewed: Programme: Specialist Community Public Health Nursing – Health Visiting Title of programme: Post Graduate Diploma Person-Centred Practice (Health Visiting) Programme start date: 14 September 2020 Academic level(s): SCQF: Level 11 Programme: Specialist Community Public Health Nursing – School Nursing Title of programme: Post Graduate Diploma Person-Centred Practice (School Nursing) Programme start date: 14 September 2020 Academic level(s): SCQF: Level 11	
Date of approval	11 May 2020
QA visitor(s):	Registrant Visitor: Theresa Titchener

Summary of review and findings
Queen Margaret University (QMU), (the school), is an established approved education institution (AEI). The school of health sciences, division of nursing, delivers a range of programmes in nursing and allied health professionals. QMU is seeking approval for postgraduate diploma (PgDip) specialist community public health nursing (SCPHN) health visiting (HV) and school nursing (SN). The programme specifications indicate the full-time programme extends over 52 weeks with 45 weeks teaching (theory and practice) weeks. The part-time programme spans over two years (104 weeks) with the equivalent of 45 weeks of part-time teaching (theory and practice per annum). The curriculum is developed from a Scottish perspective and is informed by and reflects work undertaken by the children, young people and families nursing (CYPEN) national group. HV and SN pathways are part of the person-centred practice framework within the divisions of nursing, occupational therapy and arts therapies.

The proposed programme documentation and approval process confirm there's evidence of robust and collaborative partnership working between QMU and its practice learning partners (PLPs). There's strong support and enthusiasm from PLPs and employers for the approval of the programme. QMU works collaboratively with PLPs to address any concerns raised by individuals and action plans are in place to address areas of concerns. The Scottish government has invested in SN and funding is provided to health boards to increase SN numbers. PLPs and the AEI assure us there are sufficient resources in place to meet this increase in demand.

Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME). Arrangements at programme level don't meet the Standards for student supervision and assessment (SSSA).

This visit is undertaken remotely due to Covid-19 restrictions.

The programme is recommended to the NMC for approval subject to four NMC conditions and one university condition. The university made one recommendation.

Updated 14 July 2020:

QMU has provided documentation to meet the conditions. The conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended for approval subject to specific conditions being met
Conditions: *Please identify the standard and requirement the condition relates to under the relevant key risk theme.* *Please state if the condition is AEI/education institution in nature or specific to NMC standards.*	**Effective partnership working: collaboration, culture, communication and resources:** Condition one: Provide student facing programme planners for SCPHN HV and SN for full time and part-time routes (SFNME R3.2; SCPHN Standard 2) Condition two: Demonstrate how students and service users are involved in the design, development, delivery, evaluation and co-production of the programme. (SFNME R1.12) **Selection, admission and progression:** None identified **Practice learning:** Condition three: Demonstrate how all students on SCPHN HV and SN programmes are allocated to suitably prepared practice supervisors while learning in practice. (SFNME R2.4; SSSA R2.1, R2.7; SCPHN Standard 7) Condition four: Demonstrate how SCPHN students will be made aware of who the nominated person is, within student facing documentation. (SFNME R2.4; SSSA R1.5; SCPHN Standard 7) **Assessment, fitness for practice and award:** None identified **Education governance: management and quality assurance:** Condition five: To review and update the documentation to ensure accuracy, completeness and consistency in line with discussions at the visit and to address points communicated separately in writing. (University condition)

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Date condition(s) to be met:	23 June 2020
Recommendations to enhance the programme delivery:	Recommendation one: Continue to develop approaches for student and service user involvement in five yearly periodic review. (University recommendation)
Focused areas for future monitoring:	Service users and carer involvement in selection, ongoing programme development and delivery. Implementation of the SSSA from an AEI, PLP and student perspective.

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Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Revised copies of programme documentation provide evidence that the conditions are met.

For condition one there's revised programme planners included within student facing documentation.

For condition two there's an implementation plan for service user involvement in the ongoing development, delivery, evaluation and co-production of the programme.

Condition three is met by student facing documentation which details how SCPHN HV and SN students will be allocated to suitably prepared practice supervisors while learning in practice.
For condition four student facing documentation details how SCPHN HV and SN students will be made aware of who the nominated person is.

QMU confirms programme documentation is reviewed to ensure accuracy, completeness and consistency. This meets condition five.

AEI Observations	**Observations have been made by the education institution** No
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval
Date condition(s) met:	15 July 2020

Section three

NMC Programme standards
Please refer to NMC standards reference points

Standards of proficiency for specialist public health nurses (NMC, 2004)

Standards framework for nursing and midwifery education (NMC, 2018)

Standards for student supervision and assessment (NMC, 2018)

The Code: Professional standards of practice and behaviour for nurses and midwives (NMC, 2015)

QA Handbook (September 2018 updated July 2019)

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders

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Please refer to the following NMC standards reference points for this section:
Standards framework for nursing and midwifery education (NMC, 2018)

Standard 1: The learning culture:
R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:
R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders
R2.4 comply with NMC Standards for student supervision and assessment
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

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

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to people with diverse needs

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

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

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

Standard 4: Educators and assessors:
R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:
R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

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

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

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

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

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

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

Standard 3: Practice supervisors: role and responsibilities:
R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic

assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:
R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

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Findings against the standard and requirements

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

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

The school has robust policies and processes for programme governance which stakeholders have confidence in. There's a fitness to practice policy and PLP tell us know how to raise concerns. They tell us they feel fully supported by the programme team. There is a shared approach to recruitment of candidates that involves the use of NHS Scotland online recruitment services by each health board with joint shortlisting and interviewing. Students are either employed as a trainee HV or SN with the health board or on secondment from their post for the duration of the programme. The community practitioner nurse prescriber (V100) prescribing is no longer part of the programme. The decision not to include the V100 is made across Scotland by health boards. Therefore, this isn't an option for SCPHN students at present.

There are established communication pathways at strategic and operational levels between PLPs and the school for effective partnership working. The school and PLPs are proactive when a student or practice learning issue is identified and work together to resolve this in a timely manner. PLPs are currently being prepared for the roles of practice supervisors and practice assessors in line with NHS education for Scotland (NES) national framework for practice supervisors, practice assessors and academic assessors in Scotland.

The service user strategy for the school provides guidance for the development and use of service users. The programme team tell us there's ongoing development of service user involvement in the programme. The practice assessor will include feedback from service users within the practice learning and assessment e-portfolio.

Service users tell us they're not consulted about, or contribute towards programme design, development or delivery. (Condition two)

Students tell us there are processes in place for them to give feedback on their theory and practice learning. They tell us they know how and when to escalate concerns and this is outlined in the practice learning and assessment e-portfolio. Students tell us there are opportunities to learn from a range of people in practice learning environments. The programme sits within the MSc person-centred practice framework providing opportunities for inter-professional learning with students from other programmes from the school of nursing. Students tell us they receive support, timely feedback and know when their assessments are due for submission. Student feedback and reporting mechanisms include module evaluations, practice placement feedback, yearly programme and end of programme evaluations. There's opportunity for student representatives to attend programme committee meetings once a semester. Students tell us they're not involved in new programme development. (Condition two)

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

Not Met

Students and service users say they're not involved in programme development or delivery. (Condition two)

Gateway two: Standards for student supervision and assessment

Met

If not met, state reason

Student and service users say they're not involved in programme development or delivery.

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

Post Event Review

Identify how the condition is met:

Condition two:
QMU has provided an implementation plan which identifies how students and service users are involved in the ongoing development, delivery, evaluation and co-production of the programme.

Evidence:
Practice learning environment evaluation, 2020-2021
QMU, service user and carer involvement document, June 2020
Outline design, development, delivery, evaluation and co-production of the pathway, undated
Condition two is met.

Date condition(s) met: 15 July 2020

Revised outcome after condition(s) met:

Met

Condition two is met.

Community Practitioner Nurse Prescriber (V100)

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

Optional

Please indicate whether the V100 is to be approved at this event against the Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2018)

No

OR

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If V100 is approved against Standards for prescribing programmes and Standards of proficiency for nurse and midwife prescriber provide the date it was approved

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Proposed transfer of current students to the programme under review

Education institutions and their practice learning partners may propose to transfer current students to the programme under review. Evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3 confirming how the Standards of proficiency for specialist public health nurses (NMC, 2004) will be met.

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 of proficiency for specialist public health nurses (NMC, 2004) **will be met if existing students are to transfer to the proposed programme.**

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

Transfer of current students to Standards for student supervision and assessment (NMC, 2018)

Education institutions and their practice learning partners may propose to transfer current students to the Standards For student supervision and assessment (NMC, 2018). If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

From your documentary analysis and your meetings provide an evaluative summary to confirm how the transfer to the Standards for student supervision and assessment (SSSA) **will be met.**

Current students will remain on the current standards for learning and assessment in practice for supporting students. Students on the new programme will commence practice supervision and assessment under the SSSA from September 2020.

Programme standards - Standards of proficiency for specialist public health nurses

Standards of proficiency for entry to the register
Context of practice
• The standards of proficiency apply for entry to the specialist community public health nurses' part of the NMC register. • They must be achieved within the context of the practice route followed by the student. This provides comparability of proficiency at the point of entry to the register, whilst ensuring that the specific knowledge, skills and proficiencies pertaining to each field of specialist community public health nursing are achieved for safe and effective practice.
Evidence provides assurance that the following is met **• The standards of proficiency apply for entry to the specialist community public health nurses' part of the NMC register.** *Yes*   *Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the standard/requirement is met or not met* **• The standards of proficiency are achieved within the context of the practice route followed by the student. This provides comparability of proficiency at the point of entry to the register, whilst ensuring that the specific knowledge, skills and proficiencies pertaining to each field of specialist community public health nursing are achieved for safe and effective practice.** *Met* The validation document for SCPHN and programme specifications say applicants must hold a relevant professional qualification. The validation document makes clear PLPs sponsoring students on the programme are responsible for protecting vulnerable groups (PVG) scheme and health screening.

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Programme documentation specifies accreditation of prior experiential learning (recognising prior learning (RPL)) is permitted. Students can RPL up to 50 percent of programme credits and this is approved by a RPL panel.

For the past five years the HV workforce in Scotland has expanded due to investment by the Scottish government enabling successful delivery of the universal HV pathway. The Scottish government is now investing in SN to increase numbers, so that the 10 public health priority areas for SN in Scotland can be met. These areas include working with children and young people affected by vulnerability, mental health and wellbeing issues and risk-taking behaviours.

Students tell us they're fully supported in practice by a qualified SCPHN from the same field of practice. Practice proficiencies are assessed and recorded within the practice learning and assessment e-portfolio by the practice assessor.

Outcome

Is the standard met?

Met
Date: *11 May 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 1: Length of programme

• Programmes are required to have an overall length of 52 weeks (of which 45 are programmed weeks).

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

Evidence provides assurance that the following are met

• Programmes are required to have an overall length of 52 weeks (of which 45 are programmed weeks).

Yes

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

Yes

Outcome

Is the standard met?

Met
Date: *11 May 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 2: Structure of programme

• Programmes will comprise practical and theoretical learning that is transferable to different settings, clients and areas of practice, addressing the common principles of community public health.

• In addition, programmes should distinguish common core learning and opportunities for students to learn how this is applied through different roles and in different settings.

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

• Programmes comprise practical and theoretical learning that is transferable to different settings, clients and areas of practice, addressing the common principles of community public health.

Met

Students study three core modules; theory and practice of person-centred health and wellbeing, leading child and family centred practice for health and wellbeing and making judgements and decisions in practice. SCPHN students complete two specific modules which focuses on 0-19 service, working with children and young people in times of vulnerability and the developing child and young person.

All modules must be passed to successfully complete the programme. Students tell us there's specific sessions at QMU related to their field of practice.

PLPs tell us students are allocated to a practice assessor by their line managers and they work with the student for the duration of the programme. Students confirm they work with the same person for the duration of their programme. They tell us the practice assessor helps them identify their learning needs to enable them to meet their practice learning proficiencies. This is documented in the practice learning and assessment e-portfolio. Students tell us they're able to experience a range of practice learning opportunities enabling them to develop and meet the required standard to ensure safe and effective practice.

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

• Programmes distinguish common core learning and opportunities for

students to learn how this is applied through different roles and in different settings.

Not Met

Students study three core modules and two specific modules in addition to completing the practice learning and assessment e-portfolio. Assignments encourage students to focus on a defined area of practice. The practice learning and assessment e-portfolio contains an ongoing record of learning and professional development assessed by the practice assessor. It is contained within QMU learning journey platform PebblePad.

Experience in practice supports development of skills within the student's area of registration. This is confirmed by PLPs and students. Students tell us shared learning takes place with students from other professional programmes and small group tutorials are embedded through the modules to focus on each specialism.

Programme documentation is not clear how modules and practice days are documented across the calendar year for students. Students tell us they don't know the programme days and practice days across the calendar year. (Condition one)

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met

No

Student facing documentation is not clear how modules and practice days are mapped across the calendar year. Students tell us they don't know programme days and practice days across the calendar year in advance. (Condition one)

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met

Yes

Outcome

Is the standard met?

Not Met

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Student facing documentation is not clear how modules and practice days are mapped across the calendar year. Students tell us they don't know the taught days and practice days across the calendar year.

Condition one: Provide student facing programme planners for SCPHN HV and SN for full time and part-time routes. (SFNME R3.2; SCPHN Standard 2)

Date: *11 May 2020*

Post Event Review

Identify how the condition is met:

Condition one:
QMU has provided documentary evidence indicating that programme planners are included within student facing programme documentation.

Evidence:
Learner induction information e-portfolio, undated
Condition one is met.

Date condition(s) met: 15 July 2020
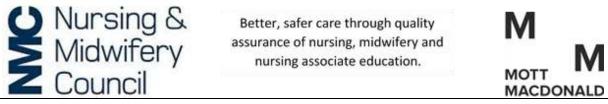
Revised outcome after condition(s) met:

Met

Condition one is met

Standard 3: Balance of practice and theory

• The balance between practice and theory in the programmes will be 50 percent practice and 50 percent theory across the whole programme.

• A consolidating period of practice equivalent to at least 10 weeks at the end of the programme is required to enable students to consolidate their education and competence in the practice field.

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Evidence provides assurance that the following requirements are met:

• The balance between practice and theory in the programmes is 50 percent practice and 50 percent theory across the whole programme.

Yes

• A consolidating period of practice equivalent to at least 10 weeks at the end of the programme enables students to consolidate their education and competence in the practice field.

Yes

Outcome

Is the standard met?

Met
Date: *11 May 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

Standard 4: Defined areas of practice

• Where a particular practice route is required students must have completed their consolidated practice experience (minimum of 10 weeks) and at least half the remaining practice time (minimum 6.3 weeks) in settings and with clients that are

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central to the responsibilities for that defined area of practice. At least half the theoretical learning must have been applied to those core settings and clients.

• Students must, additionally, spend at least three weeks gaining experience in the settings, and with clients, considered either important or that may be a potential area of responsibility, even if not central to the defined area of practice.

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

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

Met

The practice learning and assessment e-portfolio provides a table in which students must record each day of their practice experience. Students complete an alternative practice activity for the three weeks they spend gaining alternative experience.

In partnership with practice assessors, students identify and plan alternative practice activities for the three weeks they spend gaining experience which will enhance their public health practice. Programme documentation reflects the NMC requirements for defined areas of practice with programme documentation stating that, except for three weeks alternative practice days, all practice learning is with a SCPHN practice assessor from the same field of practice as the student they are assessing. The SCPHN PgDip pathway structure demonstrates students complete 10 weeks practice consolidation before they are signed off as competent by their practice assessor.

Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met   *Yes*
Outcome
Is the standard met? *Met* **Date:** *11 May 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Standard 5: Academic standard of programme
• The minimum academic standard of specialist community public health programmes remains that of a first degree.
Evidence provides assurance that the following requirement is met: **The minimum academic standard of specialist community public health programmes remains that of a first degree.** *Yes*

Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met

Yes

Outcome
Is the standard met?   *Met*   **Date:** *11 May 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A*   **Revised outcome after condition(s) met:**   *N/A*

Standard 6: Content of curriculum
Approved education institutions, together with practice learning partners, must: • The content of the curriculum for specialist community public health nursing programmes should be that which will enable the achievement of the standards of proficiency sufficient for safe and effective practice for entry to the register as a specialist community public health nurse.

• Where a student intends to work in a particular area of practice, content must enable sufficient learning to take place within that area to ensure safe and effective practice. The outcomes and standards for proficiency should be read in conjunction with the guiding principles.

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

• The content of the curriculum for specialist community public health nursing programmes will enable the achievement of the standards of proficiency sufficient for safe and effective practice for entry to the register as a specialist community public health nurse.

Met

The programme is made up of five academic modules for PgDip students. These modules reflect recent key texts addressing a contemporary public health agenda enabling students to achieve the NMC standards of proficiency for safe and effective practice for entry to the register as a SCPHN. The practice learning and assessment e-portfolio of learning links theory to practice. PLPs say they have opportunities to provide feedback on programme content and have regular meetings with the programme team at QMU. Students report their feedback is listened to and informs curriculum change. Students tells us the programme prepares them to achieve required standards for SCPHN (HV and SN).

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

• Where a student intends to work in a particular area of practice, content will enable sufficient learning to take place within that area to ensure safe and effective practice. The outcomes and standards for proficiency should be read in conjunction with the guiding principles.

Met

The practice learning and assessment e-portfolio contains an ongoing record of learning and professional development assessed by the practice assessor. It is contained within QMU learning journey platform, PebblePad. Student's academic assessments are included in this platform. This provides evidence of students' personal and professional development during the programme. Documentary evidence and findings at the approval visit provide assurance students are able to experience a range of practice learning opportunities to enable them to develop and meet the required standard to ensure safe and effective practice.

The curriculum is informed by the work undertaken by the children, young people and families national group formed by the Scottish government and NES.

Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to curricula and assessment are met

Yes

Outcome
Is the standard met? *Met* **Date:** *11 May 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Standard 7: Student support
• Students should be supported in both academic and practice learning environments by appropriately qualified teachers. • It is expected that teachers in the practice field, as well as those leading academic programmes, will hold qualifications and experience relevant to the area of practice in which they are supporting students, as they will be required to contribute to

summative assessments.

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

• **Students are supported in both academic and practice learning environments by appropriately qualified teachers.**

Not Met

The designated programme leader for SCPHN is registered as a SCPHN SN. Curricula vitae (CVs) for teachers contributing to the programme demonstrate they have appropriate qualifications and experience. Academic assessors are members of staff from the programme team and the programme team tell us they're prepared for this role. Each student will be allocated to an academic assessor from the same field of practice. Tripartite meetings will be held with the academic assessor, practice assessor, practice supervisor and student at regular intervals to discuss student performance. This is recorded in the students e-portfolio.

Each student is allocated to a personal academic tutor who forms a partnership with the student and practice assessor for support in both academic and practice environments. QMU student services provides a range of information, advice and guidance for students such as disability support and student counselling. The student wellbeing advisor provides practical support and information to all students with concerns about their mental health. Learners with disabilities are able to meet with the divisional disability co-ordinator at QMU to discuss their individual learning plan, so that reasonable adjustments can be made at QMU and in practice placement. Students tell us they're well supported by QMU.

Programme documentation explains students will be allocated to a practice assessor and academic assessor. The practice assessor is identified by the health board practice service manager working with the programme lead. The practice assessor will work with the student and assess them to make recommendations about student progress. They will include discussions with the academic assessor. These are documented within the e-portfolio. PLPs tell us practice assessors are being prepared for their role and are encouraged to attend update sessions.

The national framework for practice supervisors, practice assessors and academic assessors for Scotland is developed to provide guidance for the implementation of SSSA to health boards and AEI's. There's guidance for staff who are transitioning to the new NMC roles for student supervision and assessment. Practice supervisors and practice assessors who are interested in the role undertake a reflective self-assessment to consider their prior knowledge, skills and experience and discuss this with their line manager. They undertake a preparation programme developed

collaboratively with NES, the AEI and PLP. These roles are monitored through annual appraisal and revalidation.

All current practice teachers will transition to the practice assessor role. Practice documentation doesn't make clear how students will be allocated to a suitably prepared practice supervisor. (Condition three)

The NES practice learning handbook for practice supervisor and practice assessor identifies the nominated person as the practice supervisor and practice assessor. Practice supervisors support students and address any student concerns. They have responsibility to conduct the student's initial orientation in practice and support them to develop an action plan of their learning needs. Within the practice learning and assessment e-portfolio there is no indication of who this is. Students and PLPs don't know who the nominated person is. (Condition four)

Current students tell us if they have concerns in practice, they discuss this with their practice assessor.

PLPs confirm academic staff visit at least twice during the programme to discuss student performance. PLPs tell us they know who to contact should they have concerns regarding a student. There's clear guidance to practice assessors should they have concerns regarding student's fitness to practice within the practice learning and assessment e-portfolio. A cause for concern flowchart used across three other AEI's facilitates a consistent approach for practice assessors, students and academic staff. This is recorded within the e-portfolio.

The programme validation document and PLPs tell us there are sufficient practice assessors in place to meet student numbers. All practice teachers are transitioning to the practice assessor role.

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

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

Met

The designated leader for SCPHN programme is registered as SCPHN SN. The HV teacher is registered as a SCPHN HV.

The learner handbook explains students will be allocated to an appropriately qualified practice assessor. NES practice learning handbook for practice supervisors

and practice assessors provides clear guidance as to the roles and responsibilities of practice supervisors, practice assessors and academic assessors. Practice assessors tell us they're being prepared for these roles and are offered support at QMU. PLPs tell us students are allocated to an appropriately qualified practice assessor.

The practice learning and assessment e-portfolio is verified by the practice assessor and academic assessor. This is uploaded onto PebblePad and moderated by a panel of practice assessors and the teaching team.

Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to supervision and assessment are met

No

It's not clear in the programme documentation and PLPs don't confirm that SCPHN HV and SN students are allocated to an appropriately qualified practice supervisor whilst learning in practice. (Condition three)

It's not demonstrated in programme documentation how students are made aware of who is the nominated person is for practice learning. Students don't know who this person is. (Condition four)

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met

No

It's not clear in the programme documentation and PLPs don't confirm that SCPHN HV and SN students are allocated to an appropriately qualified practice supervisor whilst learning in practice. (Condition three)

It's not demonstrated in programme documentation how students are made aware of who is the nominated person is for practice learning. Students don't know who this person is. (Condition four)

Outcome

Is the standard met?

Not Met

It's not clear in the programme documentation and PLPs don't confirm that SCPHN HV and SN students are allocated to an appropriately qualified practice supervisor whilst learning in practice.

Condition three: Demonstrate how all students on SCPHN HV and SN programmes are allocated to suitably prepared practice supervisors while learning in practice. (SFNME R2.4; SSSA R2.1, R2.7; SCPHN Standard 7)

It's not demonstrated in programme documentation how students are made aware of who is the nominated person is for practice learning. Students don't know who this person is.

Condition four: Demonstrate how SCPHN students will be made aware of who the nominated person is, within student facing documentation. (SFNME R2.4; SSSA R1.5; SCPHN Standard 7)

Date: *11 May 2020*

Post Event Review

Identify how the condition is met:

Condition three:
QMU has provided documentary evidence detailing how SCPHN HV and SN students are allocated to suitably prepared practice supervisors.

Evidence:
Practice supervisor and practice assessor leaflet for SCPHN students, undated
Outline practice supervisor and practice assessor learning resource, undated
QMU pathway information and regulations, PgDip person-centred practice; HV/SN, undated

Condition three is met.

Condition four:
QMU has provided documentary evidence indicating how SCPHN HV and SN students are made aware of who the nominated person is.
Evidence:

Practice supervisor and practice assessor leaflet for SCPHN HV and SN students, undated
Practice supervisor and practice assessor allocation document, undated
QMU pathway information and regulations, PgDip person-centred practice; HV/SN,

undated

Condition four is met.

Date condition(s) met: 15 July 2020

Revised outcome after condition(s) met:

Met

Conditions three and four are met.

Standard 8: Nature of programme

• The programme should be arranged so that teaching and learning of both core principles and those specific to particular practice routes are integrated through the whole programme at a level beyond initial registration as a nurse or midwife. This will provide opportunities for appropriate shared learning between areas of community public health.

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

• The programme is arranged so that teaching and learning of both core principles and those specific to particular practice routes are integrated through the whole programme at a level beyond initial registration as a nurse or midwife. This will provide opportunities for appropriate shared learning between areas of community public health.

Met

The proposed programme provides post registration education at PgDip (academic level 11) for both full time and part-time students. Programme specifications and module descriptors demonstrate varied experiences are offered in both theory and practice. The three core modules students undertake are also shared with students from the school of nursing. In practice placement students have opportunities to gain experience with other professionals working in the community.

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Outcome

Is the standard met? *Met* **Date:** *11 May 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Standard 9: Knowledge underpinning practice

• In order to provide a knowledge base for practice, contemporary theoretical perspectives and public health standards should be explored.

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met **• In order to provide a knowledge base for practice, contemporary theoretical perspectives and public health standards are explored.** *Met* The curriculum is informed by the work undertaken by the children, young people and families national group formed by the Scottish government and NES. The MSc person-centred practice framework has evolved from a review of the existing framework reflecting the growing focus on person-centredness. This is set within the contemporary context of health and social care integration and the health and

wellbeing agenda. This informs the rationale for updating and modifying the programme.

Staff curricula vitae confirm engaged and contemporary academic staff who both understand and actively engage in research that underpins SCPHN practice. PLPs speak positively about workshops and updates at QMU which support their understanding of the curriculum and professional development.

The curriculum is built on a blended approach to learning giving flexibility to students. Programme documentation shows students are able to make good use of technology enhanced and simulation-based learning opportunities to support their learning. The programme team acknowledge some students may need additional support around the use of technology and this is available. QMU uses a virtual learning environment and students can access a non-credited learning methodologies module which helps them navigate technology. Students confirm extensive support services around all aspects of learning and tell us they enjoy the variety in the teaching and learning approaches. Technology enhanced learning is used effectively and proportionately in the programme. Reflective and debriefing sessions are fundamental to ensuring learning through simulation experience.

Outcome

Is the standard met?

Met
Date: *11 May 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

N/A

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Standard 10: Assessment

• A range of assessment strategies should be used throughout the programme to test knowledge and standards of proficiency in all aspects of the specialist community public health nursing curriculum. These must include at least one timed examination under invigilated conditions. This requirement excludes any examinations that may be required for nurse prescribing associated with health visiting.

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

• A range of assessment strategies are used throughout the programme to test knowledge and standards of proficiency in all aspects of the specialist community public health nursing curriculum. These include at least one timed examination under invigilated conditions. This requirement excludes any examinations that may be required for nurse prescribing associated with health visiting.

Met

Programme documentation demonstrates various assessments are used to test knowledge and achievement of the standards of proficiency for SCPHN (NMC, 2004). These include marked coursework, poster and oral presentations. All modules are reviewed ensuring they meet academic level 11. The theory and practice of person-centred health and wellbeing module includes an invigilated unseen timed examination which addresses the learning outcomes for the module. Students must pass all elements of assessment to successfully complete the programme. There is no compensation in assessment. The e-portfolio link the practice competencies to the NMC standards and students are required to pass all competencies. The external examiner reviews all students work.

Students tell us there's a range of assessments to test their knowledge and understanding which they find challenging and which helps them develop as SCPHN practitioners.

Assurance is provided that the <u>Standards framework for nursing and midwifery education</u> relevant to curricula and assessment are met

Yes

Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> are met
Yes
Outcome
Is the standard met?   *Met*   Date: *11 May 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A*   **Revised outcome after condition(s) met:**   *N/A*

Standard 11: Student status and supernumerary status
• Students undertaking programmes of preparation for specialist community public health nursing practice will be directed throughout by the approved educational institution; and shall have supernumerary status to enable them to achieve the required standards of proficiency. In this instance supernumerary status means, in relation to a student, that she shall not as part of her programme of preparation be employed by any person or body under a contract of service to provide community public health nursing care.   • Where part time students are being employed at the same time as undertaking a programme of preparation, provision must be made to ensure that students are able

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to obtain suitable learning experiences for a period equivalent to 50 percent of the programme.

Evidence provides assurance that the following requirement is met:

• Students undertaking programmes of preparation for specialist community public health nursing practice are directed throughout by the approved educational institution; and have supernumerary status to enable them to achieve the required standards of proficiency. In this instance supernumerary status means, in relation to a student, that she shall not as part of her programme of preparation be employed by any person or body under a contract of service to provide community public health nursing care.

 Yes

Evidence provides assurance that the following requirement is met:

• Where part time students are being employed at the same time as undertaking a programme of preparation, provision ensures that students are able to obtain suitable learning experiences for a period equivalent to 50 percent of the programme.

 Yes

Outcome

Is the standard met?

Met
Date: *11 May 2020*

Post Event Review

Identify how the condition is met:

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

Standards of proficiency: 4 domains

• Search for health needs

• Stimulation of awareness of health needs

• Influence on policies affecting health

• Facilitation of health enhancing activities

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

4 domains:
• Search for health needs
• Stimulation of awareness of health needs
• Influence on policies affecting health
• Facilitation of health enhancing activities

Met

The four domains of public health practice underpin the 10 key principles which make up the standards of proficiency for SCPHN (NMC, 2004). Module descriptors map the four domains to the taught element of the programme. The four domains are evidenced within the e-portfolio and evidence of reaching the standards is presented to and signed off by the practice assessor. Programme documents map module learning outcomes to specific standards of proficiency.

The practice learning and assessment e-portfolio is structured around initial, mid-point and final interviews with feedback collated by the practice assessor. The practice assessor assesses the student to confirm achievement of proficiencies and programme outcomes in practice. The practice assessor makes and records objective evidence-based assessments on conduct, proficiency and achievement drawing on direct observation, student self-reflection, feedback from practice supervisor and service users.

Outcome
Is the standard met?   *Met* **Date:** *11 May 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

NMC Circular 03/2011 - Resources to support programme intentions
Programme providers must provide evidence at programme approval that resources are currently available to support programme intentions.
Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirements below are met or not met **• Programme providers provide evidence at programme approval that resources are currently available to support programme intentions.** *Met* The programme team and PLPs tell us there are sufficient academic and practice learning supportive services in place to support the proposed number of students and implementing the SSSA. The programme validation document verifies resources both academic and in practice are identified to facilitate delivery. PLPs confirm practice assessors are supported and prepared for their role.

Outcome
Is the standard met? *Met* **Date:** *11 May 2020*
Post Event Review
Identify how the condition is met:
Date condition(s) met: *N/A* **Revised outcome after condition(s) met:** *N/A*

Section four

Source of evidence

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

Key documentation	Yes/No
Programme document, including proposal, rationale and consultation	Yes
Programme specification(s)	Yes
Module descriptors	Yes
Please specify field/route Documentary evidence is reviewed in relation to SCPHN HV and SN	
Student facing documentation including: programme handbook	Yes
Please specify field/route SCPHN e-portfolio, SCPHN PgDip practice learning handbook	
Practice assessment documentation (PAD)	Yes
Practice placement handbook:	Yes
Practice learning handbook for practice supervisors and assessors specific to the programme	Yes
Academic assessor focused information specific to the programme	Yes
Mapping document providing evidence of how the education institution has met the Standards framework for nursing and midwifery education (NMC, 2018) at programme level	Yes
Mapping document providing evidence of how the Standards for student supervision and assessment (NMC, 2018) apply to the programme(s)	Yes
Curricula vitae for relevant staff	Yes
Written confirmation by the education institution and associated practice learning partners to support the programme intentions.	Yes
List additional documentation: Post visit evidence: Practice learning environment evaluation, 2020-2021 QMU, service user and carer involvement document, June 2020 Learner induction information e-portfolio, undated Practice supervisor and practice assessor leaflet for SCPHN students, undated Outline practice supervisor and practice assessor learning resource, undated Practice supervisor and practice assessor leaflet for SCPHN HV and SN students, undated Practice supervisor and practice assessor allocation document, undated PgDip person-centred practice: HV and SN validation document, April 2020 Programme parameters document, June 2020 Conjoint responses document, 28 June 2020 QMU pathway information and regulations, PgDip person centred practice; HV/SN, undated Outline design, development, delivery, evaluation and co-production of the pathway,	

undated
If you stated no above, please provide the reason and mitigation
Additional comments: None

During the visit the visitor(s) met the following groups	Yes/No
Senior managers of the AEI/education institution with responsibility for resources for the programme	Yes
Senior managers from associated practice learning partners with responsibility for resources for the programme	Yes
Programme team/academic assessors	Yes
Practice leads/practice supervisors/ practice assessors	Yes
Students	Yes
If yes, please identify cohort year/programme of study: One current full time HV student completing September 2020 One recent HV alumnus completed September 2019 One current full time SN completing September 2020	
Service users and carers	Yes
If you stated no above, please provide the reason and mitigation	
Additional comments: None	

The visitor(s) viewed the following areas/facilities during the visit:	Yes/No
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	No
Library facilities	No
Technology enhanced learning Virtual learning environment	No
Educational audit tools/documentation	No
Practice learning environments	No
If yes, state where visited/findings:	
If you stated no above, please provide the reason and mitigation There's no requirement to visit facilities or practice learning environments as part of this approval.	
Additional comments: None	

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Issue record

Final Report

Author	Theresa Titchener	Date	20 May 2020
Checked by	Monica Murphy	Date	17 July 2020
Submitted by	Leeann Greer	Date	27 July 2020
Approved by	Helen Shapcott	Date	28 July 2020