Programme Major Modification report

Section one

Programme provider name:	Manchester Metropolitan University
In partnership with: *(Associated practice learning partners and /or employer partners involved in the delivery of the programme)*	Bolton NHS Foundation Trust Bridgewater Community Healthcare NHS Foundation Trust Manchester University NHS Foundation Trust Northern Care Alliance Group Stockport NHS Foundation Trust Tameside and Glossop Integrated Care NHS Foundation Trust Wrightington, Wigan and Leigh NHS Foundation Trust
Programme reviewed:	**Specialist community public health nursing:** Health visiting ☐ School nursing ☐ Occupational health nursing ☐ Family health nursing ☐ Generic ☐ **Apprenticeship route** ☒ Health visiting apprenticeship ☒ School nursing apprenticeship ☒

Current AEI programme title(s):	PgDip/BSc (Hons) Specialist Community Public Health Nursing (with optional integrated nurse prescribing) (School nursing)
	PgDip/BSc (Hons) Specialist Community Public Health Nursing (with optional integrated nurse prescribing) (Health visiting)
Modified AEI programme title(s) if applicable:	Post Graduate Diploma Specialist Community Public Health Nurse Programme (Health Visitor)
	Post Graduate Diploma Specialist Community Public Health Nurse Programme (School Nursing)
Additional AEI programme title(s) if applicable:	N/A
Academic level of current programme:	
SCPHN Health visiting	England, Wales, Northern Ireland ☒ Level 6 ☒ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN School nursing	England, Wales, Northern Ireland ☒ Level 6 ☒ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN Occupational health nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF

	☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN Family health nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN Generic	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN Health visiting apprenticeship	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
SCPHN School nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11
Academic levels of modified/additional programme(s)/route(s):	
SCPHN Health visiting	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A

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SCPHN School nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
SCPHN Occupational health nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
SCPHN Family health nursing	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
SCPHN Generic	England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
SCPHN Health visiting apprenticeship	England, Wales, Northern Ireland ☐ Level 6 ☒ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11

	☐ N/A
SCPHN School nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 6 ☒ Level 7 SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 ☐ N/A
Programme start dates: SCPHN Health visiting SCPHN School nursing SCPHN Occupational health nursing SCPHN Family health nursing SCPHN Generic SCPHN Health visiting apprenticeship SCPHN School nursing apprenticeship	 13 September 2021 13 September 2021
Date of modification:	2 February 2021
Type of modification:	Visit
QA visitor(s):	Registrant Visitor: Theresa Titchener

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Section two

Summary of review and findings

Manchester Metropolitan University (MMU), the faculty of health, psychology and social care (the faculty) within the department of nursing (the department) has an established record of delivering specialist community public health nursing (SCPHN) programmes. MMU present a modification to the approved SCPHN programme to deliver a postgraduate diploma SCPHN health visiting (HV) and school nursing (SN) non-integrated apprenticeship route. The modification includes the removal of the academic levels six and seven non-apprenticeship routes. The SCPHN programme was approved in December 2017. A further programme modification to transfer to the Standards for student supervision and assessment (SSSA) (Nursing and Midwifery Council (NMC), 2018) was approved on 8 October 2019 in line with the greater Manchester (GM) partnership approach to the implementation of the SSSA.

The proposed modification includes a change to the programme structure to include the apprenticeship end point assessment (EPA). Students will be assessed using a new e-Assessor portfolio. Programme documentation confirms that the programme continues to be delivered full-time over 52 weeks with 45 teaching weeks. On completion of the programme, students will undertake the EPA. The programme is informed by the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018). Programme documentation confirms that the SSSA is adopted. The programme is mapped against the Standards of proficiency for specialist community public health nurses (SPSCPHN) (NMC, 2004) and the subject benchmark statement for HVs (Quality Assurance Agency (QAA), 2001).

Students can undertake an optional 10-credit academic level seven V100 community practitioner nurse prescribing programme, if required by their employer. Approval of MMU's prescribing programme against the Standards for prescribing programmes (NMC, 2018) and the Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS, 2016) competency framework for all prescribers) (NMC, 2018) is subject to a separate approval visit. This visit was undertaken on 7 December 2020. The conditions applied at the prescribing approval visit have been met. The programme is pending final NMC approval.

Programme documentation and the approval process confirm that there's evidence of collaborative partnership working between MMU and key stakeholders including

employer partners (EPs), service users and carers (SUCs) and students. There's evidence of robust support for the development of the SCPHN apprenticeship programme from EPs. They confirm involvement in the development of the programme and a commitment to support the apprenticeship route. The following EPs have provided written commitment to support the programme: Manchester University NHS Foundation Trust, Northern Care Alliance Group, Stockport NHS Foundation Trust, Tameside and Glossop Integrated Care NHS Foundation Trust, Bridgewater Community Healthcare NHS Foundation Trust, Wrightington, Wigan and Leigh NHS Foundation Trust and Bolton NHS Foundation Trust.

The modification visit is undertaken remotely due to the COVID-19 pandemic.

The programme modification is recommended for approval subject to one NMC condition; there's one university condition. One NMC recommendation and four university recommendations are made.

Updated 9 March 2021:

MMU has provided revised and additional documentation to meet the NMC condition. MMU provided a programme approval report signed by the chair of the approval panel to confirm that the university condition is met.

The conditions are met.

The modification to the programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐
	Programme is recommended for approval subject to specific conditions being met ☒
	Recommended to refuse approval of the programme ☐

Conditions:	**Effective partnership working: collaboration, culture, communication and resources:** None identified. **Selection, admission and progression:** None identified. **Practice learning:** None identified. **Assessment, fitness for practice and award:** Condition one: Ensure that the programme is clearly mapped against the SPSCPHN and is evidenced in the programme handbook, the practice assessor handbook and the e-Assessor portfolio. (SFNME R2.11; SPSCPHN Standard 6) **Education governance: management and quality assurance:** Condition two: Learning outcomes across the programme are reviewed in conjunction with university teaching academy representatives to ensure they fully represent the level seven nature of these programmes. (and consistency in tense). (University condition)
Date condition(s) to be met:	9 March 2021
Recommendations to enhance the programme delivery:	Recommendation one: Monitor and continuously review SUC involvement in the design, development, delivery and co-production of the programme. (SFNME R1.12) Recommendation two: General housekeeping - reading lists are reviewed to make sure the most up to date literature recommended are included. The

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| | programme documentation is checked throughout for typo errors and the correct use of the titles of the units/programmes (e.g. some specify SCPHN, but not specialist practitioner qualification district nursing and vice versa). (University recommendation)

Recommendation three: Programme documentation is amended to reference formative assessments as appropriate (appropriate opportunities for formative assessment to take place – may be the programme specification). (University recommendation)

Recommendation four: The programme team to continue to do the valuable work they are already doing in terms of the Black, Asian and minority ethnic data for recruitment. (University recommendation)

Recommendation five: Review progression possibilities for students that may not have an academic background at level six to access this level seven programme, so it is fully accessible to those that may not have a recent level six qualification. (University recommendation) |
|---|---|
| **Focused areas for future monitoring:** | None identified. |

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

Additional and revised copies of the programme documents provide evidence that the conditions are met.

Revised programme documentation includes a mapping document to evidence how the programme meets the SPSCPHN. Condition one is met.

MMU provided a programme approval report signed by the chair of the approval panel to confirm that the university condition is met.

AEI Observations	Observations have been made by the education institution YES ☒ NO ☐
Summary of observations made, if applicable	Correction to the statements on pages 17, 20 and 26. Current students are using a practice portfolio; the e-Assessor portfolio will be used in the proposed programme.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	9 March 2021

Section three

NMC Programme standards
Please refer to NMC standards reference points *Standards of proficiency for specialist community 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, midwives and nursing associates* (NMC, 2015 updated 2018) *Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020) *QA Handbook* (NMC, 2020)

Partnerships
The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.
Please refer to the following NMC standards reference points for this section: *Standards framework for nursing and midwifery education* (NMC, 2018) **Standard 1: The learning culture:**

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

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

Standard 2: Educational governance and quality:

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

R2.4 comply with NMC *Standards for student supervision and assessment*

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

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

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes
R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme
R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:
R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments
R1.7 students are empowered to be proactive and to take responsibility for their learning
R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

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

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

Standard 4: Practice supervisors: contribution to assessment and progression:
R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

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

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

Findings against the standard and requirements

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

Documentary evidence and the approval visit demonstrate that there's effective and committed partnership working between the programme team and key stakeholders. There's evidence of a commitment by EPs to work together with MMU to develop, deliver and continually enhance the programme. The department has robust policies and processes for programme governance that stakeholders tell us they have confidence in. There's a fitness to practise policy; EPs tell us that they know how to raise concerns. They tell us that they're fully supported by the programme team.

There are established communication pathways at strategic and operational levels between EPs and the department ensuring effective partnership working. The department and EPs are proactive if students or practice learning issues are identified. There's evidence that they work in partnership to resolve issues in a timely manner. Student and practice assessor facing documentation clearly detail the process for identifying and raising concerns. Practice assessors, practice supervisors and students tell us that they know how to raise concerns. They tell us that they know how to escalate any concerns and that the process is clearly documented in the practice assessor, practice supervisor and student programme handbooks. These include action plans to manage and address areas of concerns.

Documentary evidence and EPs confirm that MMU have adopted the GM approach to the implementation and operationalisation of the SSSA. EPs, practice assessors and practice supervisors commend MMU for their commitment to an effective working partnership approach to the SSSA. The practice assessor and practice supervisor handbook confirm that all practitioners who support students must complete preparation for their roles. MMU deliver specific SCPHN preparation sessions for practice assessors and practice supervisors.

SUC contribution to the ongoing development of the programme is actively encouraged by the programme team. They tell us that they recognise that SUC engagement is being further strengthened. There's documentary evidence of a SUC development plan that's been implemented to further improve engagement with SUCs across all aspects of the programme. There's evidence of some SUCs' contribution to the delivery of the programme and to the assessment of students. Documentary evidence and the programme team confirm that young people from a

local NHS youth forum provide questions that are integrated into the interview process for SN applicants. Parents are involved in the recruitment process for HV applicants. Documentary evidence confirms that those involved in the recruitment process have access to equality and diversity training and selection and recruitment preparation and training. SUC involvement is appreciated by students who tell us that they value the SUC input in the programme.

MMU has recently engaged with an external SUC participation group to further strengthen SUC contribution within the programme. The SUC representative confirms that SUCs have been involved in the development of the programme; they do however tell us that they've had limited involvement in the programme delivery to date. They confirm a commitment by the programme team to continue to further enhance ongoing SUC involvement and support in all aspects of the programme. The programme team are advised to monitor the effectiveness of the SUC development plan in improving SUC contribution to the programme. (Recommendation one)

Documentary evidence and the approval visit confirm that students, EPs, practice assessors and practice supervisors have contributed to the development of the apprenticeship route. EPs tell us that there are opportunities for them to provide feedback on ongoing programme content through regular meetings with the programme team. Students confirm that their feedback and programme evaluation inform curriculum development. Student feedback and reporting mechanisms include course unit evaluations, practice placement feedback, yearly programme evaluations and end of programme evaluations. Student feedback and evaluations have contributed to and informed programme development. Students tell us that there are processes in place for them to provide feedback on theory and practice learning. They tell us that they receive support and timely feedback from the programme team, practice assessors and practice supervisors. There's the opportunity for student representatives to attend programme committee meetings once a semester.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: *Standards framework for nursing and midwifery education*	**MET**	☒	**NOT MET**	☐
Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: *Standards for student supervision and assessment*	**MET**	☒	**NOT MET**	☐

Post event review

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

Community Practitioner Nurse Prescriber (V100)

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

Optional ☒   **Integrated** ☐

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

Yes ☐   **No** ☒

OR

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

Recommended for NMC approval following confirmation that the three joint NMC and university conditions and one university condition applied at the prescribing approval visit on 7 December 2020 have been met. The programme is pending final NMC approval.

Proposed transfer of current students to the programme under review

Education institutions and their practice learning partners may propose to transfer current students to the programme under review. Evidence must be provided to support this proposed transfer.

From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the <u>Standards of proficiency for specialist community public health nurses</u> (NMC, 2004) will be met if existing students are to transfer to the proposed programme.

Documentary evidence and the programme team tell us that existing students will complete the current programme.

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 <u>evaluative summary</u> to confirm how the transfer to the *Standards for student supervision and assessment (SSSA)* will be met.   The programme has transferred to the SSSA. A major modification to implement the SSSA was approved by the NMC on 8 October 2019. The transfer to the SSSA was adopted regionally by approved education institutions (AEIs) across the GM partnership. EPs, practice assessors, practice supervisors and students confirm the SSSA has been operationalised.

Programme standards - **Standards of proficiency for community specialist public health nurses**

Standards of proficiency for entry to the register
Context of practice
• The standards of proficiency apply for entry to the specialist community public health nurses' part of the NMC register.   • They must be achieved within the context of the practice route followed by the student. This provides comparability of proficiency at the point of entry to the

register, whilst ensuring that the specific knowledge, skills and proficiencies pertaining to each field of specialist community public health nursing are achieved for safe and effective practice.

Findings against the standard and requirements
Evidence provides assurance that the following is met: • The standards of proficiency apply for entry to the specialist community public health nurses' part of the NMC register. Yes ☒   No ☐
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the standard/requirement is met or not met • The standards of proficiency are achieved within the context of the practice route followed by the student. This provides comparability of proficiency at the point of entry to the register, whilst ensuring that the specific knowledge, skills and proficiencies pertaining to each field of specialist community public health nursing are achieved for safe and effective practice. MET ☒   NOT MET ☐ Documentary evidence confirms that applicants must continue to be registered with the NMC on part one or part two of the register. The programme specification states that EPs are responsible for disclosure and barring service checks and occupational health screening prior to students commencing the programme. Students tell us that they're fully supported in practice by qualified SCPHN practice assessors from the same field of practice. They confirm that practice proficiencies are currently assessed and recorded in a practice portfolio by their practice assessor and agreed by their academic assessor.

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

Date: 2 February 2021

Post event review
Identify how the condition(s) is met N/A
Date condition(s) met:

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

Standard 1: Length of programme
• Programmes are required to have an overall length of 52 weeks (of which 45 are programmed weeks).   • There is no maximum time limit within which the programme must be completed and programme providers must ensure that they have in place processes to manage interruptions to the study of programme for whatever reason.
Findings against the standard and requirements

Evidence provides assurance that the following are met:

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

  Yes ☒ **No** ☐

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

  Yes ☒ **No** ☐

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 2 February 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	

Date condition(s) met:
N/A

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

Standard 2: Structure of programme

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

Findings against the standard and requirements

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

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

MET ☒ **NOT MET** ☐

Course units continue to ensure that students develop the skills to address the principles of community public health. Units of learning have been adapted to reflect academic level seven writing, and to develop students as critical thinkers with advanced leadership and research skills that are transferable within HV and SN practice. The programme specification and programme handbook demonstrate an equal balance of theory and practice learning.

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

MET ☒ **NOT MET** ☐

Programme documentation confirms that course unit learning outcomes are mapped against the SPSCPHN. Students study eight core course units and the optional V100 award is dependent on employer requirements. Programme documentation clearly states that if students are unsuccessful on the programme, they won't be able to record the V100 award. Course units provide the opportunity for students to learn core and specific knowledge and how they apply this to practice. Those students who don't undertake the V100 award can choose to study the 10-credit 'independent study project' or 'contraception, reproduction and sexual health' course units. Students participate in specialist groups to ensure theory is applied to the practice route being followed. Students tell us that there are specific sessions in the course units related to their field of practice.

Students tell us that assessments ensure they focus on their defined area of practice. Programme documentation confirms all core course units must be passed to successfully complete the programme. Students must successfully complete the requirements of the programme before they enter the EPA period.

EPs tell us that students are allocated to practice assessors and practice supervisors by their employing organisation prior to commencement of the programme. Due consideration continues to be given to individual needs and geographical location when allocating practice learning environments. Students confirm that they're supported by practice assessors and practice supervisors for

the duration of the programme. They tell us that practice assessors and practice supervisors support them to experience learning opportunities and exposure to different roles and in different settings. Students confirm that they are also supported to identify learning needs that enable them to meet their practice proficiencies. They tell us that learning is documented in a practice portfolio as an ongoing record of learning and professional development, and assessed by the practice assessor and confirmed by the academic assessor. Students tell us that they're able to develop and meet the required standard to ensure safe and effective practice.

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

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to assessment are met			
	YES ⊠	**NO** ☐	

Outcome		
Is the standard met?	**MET** ⊠	**NOT MET** ☐
Date: 2 February 2021		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	**MET** ☐	**NOT MET** ☐

Standard 3: 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.

Findings against the standards and requirements

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 ☒   **No** ☐
 	
• A consolidating period of practice equivalent to at least 10 weeks at the end of the programme enables students to consolidate their education and competence in the practice field.
 	
         Yes ☒   **No** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐ **Date:** 2 February 2021

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: Defined areas of practice
• Where a particular practice route is required students must have completed their consolidated practice experience (minimum of 10 weeks) and at least half

the remaining practice time (minimum 6.3 weeks) in settings and with clients that are central to the responsibilities for that defined area of practice. At least half the theoretical learning must have been applied to those core settings and clients.

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

Findings against the standards and requirements

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

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

MET ☒ **NOT MET** ☐

Programme documentation confirms that practice learning experience will be recorded in an e-Assessor portfolio. Students complete an alternative practice activity for the three weeks they spend gaining alternative experience. In partnership with practice assessors and practice supervisors, students identify and plan practice activities for the three weeks they spend gaining experience to enhance public health practice.

Programme documentation confirms that, except for the three weeks alternative practice days, practice learning is supported by SCPHN practice assessors and practice supervisors from the same field of practice as students. Practice learning remains supervised within the alternative weeks of practice. The programme structure ensures that students complete 10-weeks consolidated practice prior to the final assessment of competence by their practice assessor. Practice assessors, practice supervisors and academic assessors record confirmation and agreement of achievement of the practice proficiencies in the e-Assessor portfolio. EPs confirm a commitment to ensure practice learning is protected.

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: 2 February 2021
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 5: Academic standard of programme
• The minimum academic standard of specialist community public health programmes remains that of a first degree.
Findings against the standards and requirements
Evidence provides assurance that the following requirement is met: The minimum academic standard of specialist community public health programmes remains that of a first degree. **Yes** ☒   **No** ☐
Assurance is provided that the *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:** 2 February 2021
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

Fall Back Award
Standards framework for nursing and midwifery education, specifically R2.11, R2.20
Findings against the standards and requirements
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's no fall back exit award with eligibility to register as a SCPHN with the NMC.
Assurance is provided that the *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:** 2 February 2021
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 6: Content of curriculum
- The content of the curriculum for specialist community public health nursing programmes should be that which will enable the achievement of the standards of proficiency sufficient for safe and effective practice for entry to the register as a specialist community public health nurse.   - Where a student intends to work in a particular area of practice, content must enable sufficient learning to take place within that area to ensure safe and effective practice. The outcomes and standards for proficiency should be read in conjunction with the guiding principles.
Findings against the standards and requirements

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

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

MET ☐ **NOT MET** ☒

Documentary evidence and the approval visit confirm that 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 or entry to the register as a HV or SN. The programme comprises of course units that reflect up-to-date key texts that address a contemporary public health agenda. Students tell us that the existing practice portfolio links theory to practice and the programme prepares them to achieve the SPSCPHN.

There's evidence of a mapping tool that has informed programme development and demonstrates how the programme meets the SPSCPHN. There's no evidence of the SPSCPHN mapping tool in student and practice assessor facing programme documentation. It's not clear how students, practice assessors and practice supervisors measure and assess learning against the SPSCPHN in the e-Assessor portfolio, the programme handbook and the practice assessor handbook. (Condition one)

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

MET ☒ **NOT MET** ☐

Unchanged since approval in December 2017 and modification on 8 October 2019.

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

YES ☐ **NO** ☒

There's evidence of a mapping tool that has informed programme development and demonstrates how the programme meets the SPSCPHN. There's no evidence of mapping to SPSCPHN in student and practice assessor facing programme documentation. It's not clear how students, practice assessors and practice

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supervisors measure and assess learning against the SPSCPHN in the e-Assessor portfolio, the programme handbook and the practice assessor handbook. (Condition one)	
Outcome	
Is the standard met?	**MET** ☐ **NOT MET** ☒
There's evidence of a mapping tool that has informed programme development and demonstrates how the programme meets the SPSCPHN. There's no evidence of mapping to the SPSCPHN in the e-Assessor portfolio or the student and practice assessor facing programme documentation. It's not clear how practice assessors and practice supervisors measure and assess learning against the SPSCPHN. Condition one: Ensure that the programme is clearly mapped against the SPSCPHN and is evidenced in the programme handbook, the practice assessor handbook and the e-Assessor portfolio. (SFNME R2.11; SPSCPHN Standard 6) **Date:** 2 February 2021	
Post event review	
Identify how the condition(s) is met Condition one: A mapping document is included in the e-Assessor portfolio and in student and practice assessor facing documentation. This clearly demonstrates how students meet the SPSCPHN. Condition one is met. Evidence: Revised programme handbook, undated Revised practice assessor/practice supervisor handbook, undated e-Assessor, mapping to SPSCPHN, screenshot, undated SPSCPHN mapping document, undated	
Date condition(s) met: 9 March 2021	
Revised outcome after condition(s) met:	**MET** ☒ **NOT MET** ☐

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

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

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

  MET ☒ **NOT MET** ☐

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

Programme documentation and academic staff curricula vitae (CVs) confirm that students are allocated to suitability qualified academic assessors who form a support partnership with them and their practice assessor in both academic and practice environments. At the start of the programme students complete a self-assessment of both academic and practice skills which is used to generate a self-development plan following a discussion with a skills coach. The skills coach provides additional non-clinical support for students and is a new role within MMU to support students across all apprenticeship pathways. MMU student services provide a range of information, advice and guidance for students including disability and mental health support and counselling. Documentary evidence confirms that student services support individual learning plans to ensure reasonable adjustments can be made at MMU and in practice learning environments. Students confirm they are well supported in both theory and practice.

EPs confirm that academic assessors contact the practice learning environment at least twice during the programme to review student performance. The e-Assessor portfolio confirms there's communication between practice assessors, practice supervisors and academic assessors who confirm agreement that students have met the proficiencies in the e-Assessor portfolio. Programme documentation confirms that students who undertake the V100 award must have an identified and suitability qualified community practitioner nurse prescriber practice assessor. The programme team and EPs tell us that there are sufficient SCPHN prescribing practice assessors to support students undertaking the V100.

Documentary evidence, the programme team and EPs confirm that educational audits of practice learning environments are undertaken every two years and include a review of any recent concerns raised in external system regulator reports, including those from the Care Quality Commission. Where required, action plans are developed, and placements can be withdrawn where there are concerns over public protection. The programme team tell us that they hold minuted staff-student meetings twice in each academic year. This is attended by student representatives, the programme team and EPs. It's an opportunity to discuss the programme and explore challenges and action plans.

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

MET ☒ **NOT MET** ☐

Unchanged since original approval in December 2017 and modification on 8 October 2019.

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

Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐
Date: 2 February 2021	
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 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.
Findings against the standards and requirements
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met • The programme is arranged so that teaching and learning of both core principles and those specific to particular practice routes are integrated through the whole programme at a level beyond initial registration as a nurse or midwife. This will provide opportunities for appropriate shared learning between areas of community public health. MET ☒   NOT MET ☐ The programme provides post registration education at academic level seven. The programme handbook and course unit specifications demonstrate that varied experiences are offered in theory and in the practice learning environment. The development of the programme as an apprenticeship route meets EP service requirements. Students tell us that there are opportunities to learn from a range of health professionals in the practice learning environment. HV and SN learning is shared with students from other professional programmes. The 'empowering populations to enhance health and wellbeing' course unit is shared with students undertaking the specialist practitioner district nursing programme.
Outcome
Is the standard met?   MET ☒   NOT MET ☐

Date: 2 February 2021
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

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Standard 9: Knowledge underpinning practice
• In order to provide a knowledge base for practice, contemporary theoretical perspectives and public health standards should be explored.
Findings against the standards and requirements
Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the requirement below is met or not met • In order to provide a knowledge base for practice, contemporary theoretical perspectives and public health standards are explored. **MET** ☒ **NOT MET** ☐ The programme team's CVs confirm engaging and contemporary academic staff who understand and actively engage in research that underpins SCPHN practice. The programme continues to use a blended approach to learning giving flexibility to students. Technology enhanced learning is embedded within the virtual learning environment (VLE), Moodle, and provides a range of resources to support student learning. Unit content is delivered online and traditionally in key lectures and seminars. There's ongoing staff development in the enhanced use of technology in teaching and learning, drawing on the expertise of digital learning specialists within the team. Students tell us that they're able to access unit content and learning materials online. They confirm that they also use the VLE to access e-books and journals to supplement their learning activities.
Outcome
Is the standard met?   **MET** ☒ **NOT MET** ☐ **Date:** 2 February 2021
Post event review
Identify how the condition(s) is met N/A
Date condition(s) met:

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

Standard 10: Assessment
• A range of assessment strategies should be used throughout the programme to test knowledge and standards of proficiency in all aspects of the specialist community public health nursing curriculum. These must include at least one timed examination under invigilated conditions. This requirement excludes any examinations that may be required for nurse prescribing associated with health visiting.
Findings against the standards and requirements

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nursing associate education.

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

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

MET ☒ **NOT MET** ☐

Programme documentation demonstrates that appropriate and varied assessments continue to be used to test knowledge and achievement of the SPSCPHN. These include for example marked coursework, reflective analysis and a poster presentation. The 'safeguarding for public health nurses' unit includes an invigilated unseen and seen timed examination which addresses the learning outcomes for the unit. Students who opt to undertake the V100 are required to complete two unseen examinations which must be successfully passed. V100 is an optional unit within the programme and students are not required to complete this unless required by the EPs. Programme documentation states that students won't be awarded the V100 if they don't successfully complete the SCPHN programme. Students must pass all assessments to successfully complete the programme. Students undertake the EPA once all the NMC requirements have been met.

All assessments are scrutinised by an external examiner. There's no compensation in the assessments. Students tell us that there's a range of assessments to test their knowledge and understanding; while challenging, these support their professional development.

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met	**YES** ☒ **NO** ☐
Assurance is provided that Gateway 2: *Standards for student supervision and assessment* are met	**YES** ☒ **NO** ☐
Outcome	
Is the standard met?	**MET** ☒ **NOT MET** ☐

| **Date:** 2 February 2021 |
| **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 11: Student status and supernumerary status** |
| • Students undertaking programmes of preparation for specialist community public health nursing practice will be directed throughout by the approved educational institution; and shall have supernumerary status to enable them to achieve the required standards of proficiency. In this instance supernumerary status means, in relation to a student, that she shall not as part of her programme of preparation be employed by any person or body under a contract of service to provide community public health nursing care.
• Where part time students are being employed at the same time as undertaking a programme of preparation, provision must be made to ensure that students are able to obtain suitable learning experiences for a period equivalent to 50 percent of the programme. |
| **Findings against the standards and requirements** |
| **Evidence provides assurance that the following requirement is met:**

• Students undertaking programmes of preparation for specialist community public health nursing practice are directed throughout by the approved educational institution; and have supernumerary status to enable them to achieve the required standards of proficiency. In this instance supernumerary status means, in relation to a student, that she shall not as part of her |

programme of preparation be employed by any person or body under a contract of service to provide community public health nursing care.

Yes ⊠   **No** ☐

- 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 ⊠   **No** ☐

Outcome
Is the standard met? **MET** ⊠ **NOT MET** ☐   **Date:** 2 February 2021
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

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
Findings against the standards and requirements

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the domains below are met or not met   **4 domains:**   • Search for health needs   • Stimulation of awareness of health needs   • Influence on policies affecting health   • Facilitation of health enhancing activities   **MET** ☒   **NOT MET** ☐   The four domains of public health practice continue to underpin the key principles that make up the SPSCPHN.

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐   **Date:** 2 February 2021

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

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s)	☒	☐
Module descriptors SCPHN HV SCPHN SN	☒	☐
Student facing documentation including: programme handbook SCPHN HV SCPHN SN	☒	☐
Practice assessment documentation (PAD)	☒	☐
Practice placement handbook:	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) at programme level (Gateway one)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway two)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards of proficiency for specialist community public health nurses (NMC, 2004)* (Gateway three)	☒	☐
Curricula vitae for relevant staff	☒	☐

Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	☒	☐
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☒	☐
If you stated no above, please provide the reason and mitigation:		
List additional documentation: Post visit documentation: Programme approval report, signed by the chair of the approval panel, 9 March 2021 Revised programme handbook, undated Revised practice assessor/practice supervisor handbook, undated e-Assessor, mapping to SPSCPHN, screenshot, undated SPSCPHN mapping document, undated Revised, programme specification, undated Revised, course unit, contraception reproduction and sexual health, undated Revised, course unit, independent study project, undated Revised, course unit, V100 nurse prescribing, undated		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐
Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☒	☐
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/ practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: Current HV student, completing December 2021 x three Current SN student, completing December 2021 x two		

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HV alumnus, September 2019 x one		
SN alumnus, September 2019 x one		
Service users and carers	☒	☐
If you stated no above, please provide the reason and mitigation:		
Additional comments: None identified.		

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

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

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Issue record		
Final Report		
Author(s):	Theresa Titchener	Date:	10 February 2021

Checked by:	Bernadette Martin	Date:	15 February 2021
Submitted by:	Amy Young	Date:	29 March 2021
Approved by:	Emiko Hughes	Date:	30 March 2021