

Programme Audit/Major Modification report

Programme provider:	Chester, University of
In partnership with: (Associated practice placement providers involved in the delivery of the programme)	<p>Bridgewater Community Healthcare NHS Foundation Trust</p> <p>Cheshire Wirral Partnership - NHS Foundation Trust</p> <p>Central Cheshire Integrated Care Partnership</p> <p>Mersey Care NHS Foundation Trust</p> <p>Northern Care Alliance NHS Group</p> <p>Betsi Cadwaladr University Health Board</p> <p>Southport and Ormskirk Hospital NHS Trust</p> <p>St Helens and Knowsley Teaching Hospitals NHS Trust</p> <p>Aintree University Hospital NHS Foundation Trust</p> <p>Wrightington, Wigan and Leigh NHS Foundation Trust</p> <p>Acorn Occupational Health</p> <p>Hobsons Health</p> <p>Health Work Ltd</p>
Date of review:	04 Sep 2019
Type of Modification	Desktop
Provision reviewed:	<p>Registered Specialist Comm Public Health Nursing – HV</p> <p>Registered Specialist Comm Public Health Nursing – SN</p> <p>Registered Specialist Comm Public Health Nursing – OHN</p> <p>Registered Specialist Comm Public Health Nursing</p>

<p>Title of current programme:</p>	<p>MSc / PG Dip / BSc (Hons) / Grad Dip Specialist Community Public Health Nursing - Health Visiting</p> <p>MSc / PG Dip / BSc (Hons) / Grad Dip Specialist Community Public Health Nursing - School Nursing</p> <p>MSc / PG Dip / BSc (Hons) / Grad Dip Specialist Community Public Health Nursing - Occupational Health Nursing</p> <p>MSc / PG Dip / BSc (Hons) / Grad Dip Specialist Community Public Health Nursing - Generic</p>
<p>Title of modified programme if changed:</p>	
<p>Academic level of current programme:</p>	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p>
<p>Academic level of modified programme if changed:</p>	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10</p> <p><input type="checkbox"/> Level 11</p>
<p>Reviewer:</p>	<p>Mrs Joanna Dunn</p>

Outcome of Approval Panel Meeting	
Outcome:	Recommended for approval
Conditions and NMC standard(s)/requirement(s) they relate to:	<p>Resources None identified</p> <p>Admission and progression None identified</p> <p>Practice learning None identified</p> <p>Fitness for practice None identified</p> <p>Quality assurance None identified</p>
Date conditions to be met:	
Recommendations and NMC standard(s)/requirement(s) they relate to: Note: recommendations will be assessed through the AEI annual self-assessment report	None identified
Date conditions met:	
Programme start date:	09 Sep 2019

Summary

Summary of modification request

The University of Chester (UoC), an established approved education institution (AEI), is approved by the Nursing and Midwifery Council (NMC) to provide a specialist community public health nursing (SCPHN) programme in health visiting, school nursing, occupational health nursing and a generic route.

The programme was approved on the 3 June 2013 and is offered as BSc (Hons), graduate diploma, postgraduate diploma or MSc. The programme is approved under the Standards of proficiency for specialist community public health nurses (NMC, 2004) and the Standards to support learning and assessment in practice (SLAiP) (NMC, 2008).

The UoC presented a major modification request for the programme to transfer from the SLAiP (NMC, 2008) to the Standards for student supervision and assessment (SSSA) (NMC, 2018). This will align practice supervision and assessment with other NMC programmes offered by the university and other AEIs in the region. This will ensure consistency in approach for all students accessing shared placements.

This modification will affect new students commencing the programme in September 2019, and existing part-time students will transfer to the new standards.

UoC has worked in collaboration with AEIs and practice placement providers (PLPs) in the Cheshire and Mersey and north west region on the approach and implementation of the SSSA through the north west practice education group (NWPEG).

Documentary analysis and discussion with the programme representatives via a teleconference provides assurance that the requirements of the SSSA are met at programme level.

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

Feedback from key stakeholders

Presenting Team

A teleconference was held with the SCPHN programme leader and other UOC representatives on 4 September 2019.

Mentors, sign-off mentors, practice teachers and employers

Not applicable - Desktop review.

Students

Not applicable - Desktop review.

Service users and carers

Not applicable - Desktop review.

Examples of notable and innovative practice and standards they relate to

None identified

Potential risks to compliance of education standards and standards they relate to

None identified

Potential risks to the student learning environment and standards they relate to

None identified

Any other risks to public protection

None identified

Areas for future monitoring

The implementation of the SSSA.

Outcome recommendation

The major modification is recommended to the NMC for approval.

NMC Standards

Please refer to the [Standards of proficiency for specialist community public health nurses \(NMC, 2004\)](#), current programme specific circulars accessed via the [NMC Website](#) and Section one of the Mott MacDonald [QA Handbook](#).

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.

What we found:

The practice routes within the programme remain unchanged from the original approval in June 2013.

Students will be enabled to achieve the knowledge, skills and proficiencies within their specialist field of community public health nursing. The documentary analysis and discussion with the programme leader provides assurance that the transfer arrangements for adoption of the SSSA will continue to ensure safe and effective co-ordination of learning within practice learning environments. The practice learning experiences are designed to meet the programme learning outcomes and proficiencies and meet the student's individual needs. Students will receive feedback from practice supervisors in the practice learning skills portfolio. The organisation of practice learning is in line with the requirements of the SSSA.

Outcome:

Standard met

Date standards met:	
Revised outcome:	

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.	
What we found:	
Unchanged since original approval on 3 June 2013.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 2: Structure of programme

<p>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.</p>	
<p>What we found:</p>	
<p>Unchanged since original approval on 3 June 2013.</p>	
<p>Outcome:</p>	<p>Standard met</p>
<p> </p>	
<p>Date standards met:</p>	<p> </p>
<p>Revised outcome:</p>	<p> </p>
<p> </p>	

<p>Standard 3 – Balance of practice and theory</p>	
<p>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.</p>	
<p>What we found:</p>	
<p>Unchanged since original approval on 3 June 2013.</p>	
<p>Outcome:</p>	<p>Standard met</p>
<p> </p>	

Date standards met:	
Revised outcome:	

Standard 4 – Defined areas of practice	
<p>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.</p> <p>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.</p>	
What we found:	
Unchanged since original approval on 3 June 2013.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 5 – Academic standard of programme
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The minimum academic standard of specialist community public health programmes remains that of a first degree.	
What we found:	
Unchanged since original approval on 3 June 2013.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

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.	
What we found:	
Unchanged since original approval on 3 June 2013.	
Outcome:	Standard met

Date standards met:	
Revised outcome:	

Standard 7 – Student support
<p>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.</p>
What we found:
<p>Documentary evidence and discussion with UoC representatives confirm that the transfer to the SSSA is a regional approach with PLPs and AElS who share the same practice learning environments. This ensures a consistent approach to the preparation and implementation of the SSSA. In addition to the NWPEG resources that are online, the university has produced a handbook for academic assessors.</p> <p>There is documentary evidence that the programme team have updated existing practice teachers about the SSSA requirements through practice teacher induction sessions. An additional update session will be held at the start of the programme and will be video recorded so this can be sent to practice assessors and supervisors who are unable to attend.</p> <p>The NWPEG and programme resources detail the role and responsibilities of practice assessors, practice supervisors and academic assessors. Students will be allocated to nominated practice supervisors and a practice assessor who meet the SSSA, and confirmation of this is included in the NWPEG self-declaration included at the front of the practice learning portfolio. Students have the same practice and academic assessor for the duration of the programme. The practice supervisor will be a field specific SCPHN, and the programme team</p>

confirmed that there are sufficient SCPHN practice supervisors locally for the current student numbers. The academic assessor who is the route leader will be a field specific SCPHN with appropriate equivalent experience of the student's field of practice who will be prepared for the role by the AEI.

Part-time students have been consulted and agree to the transfer to the SSSA at the start of year two of their programme. They have been prepared for this change.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

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.

What we found:

Unchanged since original approval on 3 June 2013.

Outcome:	Standard met
Date standards met:	

Revised outcome:	

Standard 9 – Knowledge underpinning practice	
In order to provide a knowledge base for practice, contemporary theoretical perspectives and public health standards should be explored.	
What we found:	
Unchanged since original approval on 3 June 2013.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

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.	
What we found:	

The documentary analysis confirms that the assessment strategy for academic assessments remains unchanged from the original approval on 3 June 2013. The programme leader confirmed that the timing and stages of assessment of practice learning and achievement of competencies and proficiencies are also unchanged.

A revised practice learning skills portfolio document clearly evidences the adoption of the practice supervisor, practice assessor and academic assessor role and their contribution to the supervision and assessment of practice learning and the student's progression and achievement. All revisions are aligned to the SSSA.

There is robust evidence that students are allocated to practice and academic assessors who are registered SCPHNs with appropriate equivalent experience for the field of practice. Students who are undertaking the V100 prescribing programme will be allocated a practice assessor who will be an experienced prescriber with suitable equivalent qualifications and prepared to meet the SSSA.

The programme documentation confirms that both practice supervisors and practice assessors contribute to the assessment of practice through the practice learning skills portfolio. This reflects the requirements for the practice assessor and academic assessor to work collaboratively to recommend the student for progression. The documentation details that the academic assessor will meet with the student and the practice supervisor and practice assessor during the programme to review the student's progress.

Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standard 11: Student status and supernumerary status	
<p>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.</p> <p>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.</p> <p>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.</p>	
What we found:	
Unchanged since original approval on 3 June 2013.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

Standards of proficiency: 4 domains
<ol style="list-style-type: none"> 1. Search for health needs 2. Stimulation of awareness of health needs

3. Influence on policies affecting health	
4. Facilitation of health enhancing activities	
What we found:	
Unchanged since original approval on 3 June 2013.	
Outcome:	Standard met
Date standards met:	
Revised outcome:	

V100 Community Practitioner Nurse Prescriber	
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 or provide the date it was approved	03 Jun 2013
What we found:	

Unchanged since original approval on 3 June 2013.

[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.

What we found:

Discussion with the programme team confirms that academic staff will be allocated hours for the academic assessor role in the workload model. Documentary evidence and discussion provides assurance that there are partnership agreements in place with the PLP organisations. These arrangements confirm there are sufficient resources in practice learning environments to support the implementation of the SSSA for the SCPHN programme.

Monitoring of the effectiveness of the practice learning environments and compliance with the SSSA continue to be undertaken by UoC in partnership with PLPs.

Outcome:	Standard met
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Date standards met:	
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Revised outcome:	
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Evidence and references list

UoC SCPHN practice learning skills portfolio, September 2019
 UoC SCPHN major modification mapping document, 24 July 2019
 UoC practice supervisor template, undated
 UoC practice assessor template, undated
 UoC academic assessor template, undated
 NWPEG practice supervisor preparation and guidance, undated
 UoC practice and skills learning handbook for NMC programmes, 2019-2020, undated
 NWPEG practice assessor preparation and guidance, undated
 Cheshire and Merseyside university consortium and associated PLP agreement, 30 May 2019
 NWPEG factsheets on SSSA, April 2019
 NWPEG academic assessor self-declaration, June 2019
 UoC MSc SCPHN programme handbook, 2019-2020, undated
 UoC BSc SCPHN programme handbook, 2019-2020, undated
 Cheshire and Merseyside consortium, understanding professional assessment of learners in practice, undated
 Cheshire and Merseyside consortium, understanding professional supervision of learners in practice, undated
 UoC understanding professional assessment of learners in practice, preparation of an academic assessor, undated
 UoC educational leads meeting notes, 20 May 2019
 UoC consultation letter to stakeholders, undated
 UoC academic assessor preparation and guidance, 2019, undated
 Email communication with UoC, August and September 2019

Personnel supporting programme approval

Members of Approval Panel

Not applicable - Desktop review

Programme Presenters					
QA visitor teleconference with SCPHN programme leader and UoC representatives on 4 September 2019					
Were any service providers visited?					
<i>Not applicable - Desktop review</i>					
Meetings with others					
Mentors / sign-off mentors					
Practice teachers					
Service users / Carers					
Practice Education Facilitator					
Director / manager nursing					
Director / manager midwifery					
Education commissioners or equivalent					
Designated Medical Practitioners					
Other (please specify)					
<p>If there were no representatives present during the approval event please state why:</p> <p>Not applicable - Desktop review</p>					
Meetings with students					
Nursing					
Adult		Year 1	Year 2	Year 3	Year 4

Mental Health	Year 1	Year 2	Year 3	Year 4	
Children's	Year 1	Year 2	Year 3	Year 4	
Learning Disabilities	Year 1	Year 2	Year 3	Year 4	
Midwifery (3 year)	Year 1	Year 2	Year 3		
Midwifery (18 month)	Year 1	Year 2			
SCPHN	HV	SN	OH	FHN	RPHN
Learning and Assessment in Practice	Mentor	Practice Teacher	Teacher		
Nurse Prescribing	V100	V150	V300		
Specialist Practice	Adult	Mental Health	Children's		
	Learning Disability	General Practice Nursing	Community Mental Health Nursing		
	Community Learning Disabilities Nursing	Community Children's Nursing	District Nursing		

Additional evidence viewed				
No additional evidence was viewed.				

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Issue record

Author:	Joanna Dunn	Date:	12 Sep 2019
Checked by:	Judith Porch	Date:	23 Oct 2019
Approved by:	Leeann Greer	Date:	23 Oct 2019