Programme approval report

Section one

Programme provider name:	Birmingham City University
Programmes reviewed:	**Specialist community public health nursing:** Health visiting ☒ Health visiting with integrated independent and supplementary prescribing (V300) ☐ School nurse ☒ School nurse with integrated independent and supplementary prescribing (V300) ☐ Occupational health nurse ☐ Occupational health nurse with integrated independent and supplementary prescribing (V300) ☐ Public health nurse ☐ Public health nurse with integrated independent and supplementary prescribing (V300) ☐ **Specialist community public health nursing (NMC 2022) apprenticeship:** Health visiting apprenticeship ☐ Health visiting with integrated independent and supplementary prescribing (V300) apprenticeship ☐ School nurse apprenticeship ☐

1

	School nurse with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Occupational health nurse apprenticeship ☐
	Occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Public health nurse apprenticeship ☐
	Public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship ☐
Title of programme(s):	Postgraduate Diploma Specialist Community Public Health Nursing (SCPHN) (School Nursing) Postgraduate Diploma Specialist Community Public Health Nursing (SCPHN) (Health Visiting)

Academic levels:	
SCPHN health visiting	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN school nurse	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11

SCPHN school nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN occupational health nurse	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN public health nurse	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN health visiting apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN school nurse apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF

3

	☐ Level 11
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN occupational health nurse apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
Date of approval visit:	17 April 2024
Programme start date:	
SCPHN health visiting	2 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	2 September 2024
SCPHN school nurse with integrated independent and supplementary prescribing (V300)	
SCPHN occupational health nurse	

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

SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN public health nurse	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN health visiting apprenticeship	
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN school nurse apprenticeship	
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN occupational health nurse apprenticeship	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN public health nurse apprenticeship	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Robert Nettleton Lay Visitor: Clementina Aina

Summary of review and findings
Birmingham City University (BCU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). BCU is an established provider of specialist community public health nursing (SCPHN) education within the college of nursing and midwifery (the college). The programme for conjoint BCU and NMC approval comprises 120 academic credits at level seven and is delivered full-time over 12 months, with intakes in September and February each academic year leading to the award of postgraduate diploma (PgDip) SCPHN in health visiting (HV) or PgDip SCPHN in school nursing (SN), and eligibility to register as a SCPHN HV or SN respectively with the NMC.

The SCPHN programme is offered as a blended provision (on campus and online) with classroom-based delivery being at the city south campus. City south campus also hosts the Mary Seacole library and facilities for simulated learning including a recently refurbished 'home environment'.

The primary source of students undertaking the programme is joint recruitment and selection with practice learning partners (PLPs) in the region. There's continued funding from NHS England workforce, training and education (NHSE WTE) for SCPHN programmes and a commitment from NHSE West Midlands to support maximising the uptake of commissioned SCPHN places, to meet regional workforce demand now and considering the NHS long term workforce plan (NHSE, 2023). The proposed programme also makes provision for self-funding or self-employed applicants on an equitable basis with commissioned places and in partnership with PLPs within established governance and learning agreements.

The proposed programme is developed to meet the Standards of proficiency for SCPHNs (SPSCPHN) (NMC, 2022) and the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023). The programme doesn't include the independent and supplementary prescribing (V300) programme.

The pan-London SCPHN practice assessment document (PAD) is adopted for the programme in common with other providers in the Midlands region. As such the core PAD is already approved.

Entry to the programme is open to current NMC registered first level nurses or midwives who demonstrate the capability to study at level seven through written application and interview in partnership with employers/PLPs. This is inclusive of self-employed or self-funded students with assurance that there's an identified PLP who meets BCU quality requirements for a SCPHN placement.

The programme is developed in partnership with practice assessors, practice supervisors, PLPs, students and people who use services and carers (PUSCs)

over a planned series of curriculum design events. The structure and content of the proposed programme clearly reflects the shared intelligence generated by the design events reflecting the ambitions of the SPSCPHN, notably a module spanning each learning period with emphasis of clinical leadership and fitness to practise.

The delivery of the programme is supported by a team of three members of staff, three full time equivalent (FTE) with a further one FTE to be appointed. All have current SCPHN registration (two as HVs and one as SN). The SCPHN programme team have considerable practice and teaching in higher education experience. For each module there are identified visiting lecturers, academics from across the college and faculty and 'experts by experience' reflecting the interdisciplinarity of the knowledge base and the centrality of the experience of PUSCs.

BCU have robust processes in place to assure the governance, quality and continuous improvement of education in theory and practice learning. There's confirmation of exceptional reporting processes to the NMC where there are risks to the safety and quality of student learning, including relevant outcomes from external regulator reports.

While equality, diversity and inclusion (EDI) data at BCU for attainment and progression is limited at programme level, the team actively reflects on and engages stakeholders on this as a standing item for forward planned meetings. Students are supported to express individual needs and linked to resources from induction onwards so that reasonable adjustments are made for campus and placement-based learning.

Arrangements at programme level meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018).

The Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) are met at programme level.

The SPSCPHN and the SPRP are met.

The approval visit is undertaken by remote means.

Two NMC and two university recommendations are made.

The programme is recommended 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:** None identified. **Education governance: management and quality assurance:** None identified.
Date condition(s) to be met:	N/A
Recommendations to enhance the programme delivery:	Recommendation one: BCU and PLPs consider formalising current practice to record and assure that practice supervisors, practice assessors and academic assessors have either completed preceptorship as SCPHNs in their respective fields of practice (HV and SN) or can evidence prior learning and relevant practice experience to fulfil their roles. (SPRP R3.2, R4.4) Recommendation two: BCU and PLPs consider formalising current practice to record and assure that when, in exceptional circumstances, the same person

	fulfils the role of practice supervisor and practice assessor there's a jointly agreed explicit justification and plan to review and adopt separation of function at the earliest opportunity. (SPRP R3.2, R4.6.1) Recommendation three: To include a diagram covering the delivery pattern for the September and February cohorts within section 15 of each course specification. (University recommendation) Recommendation four: To clarify the breakdown of the student workload within the 'directed study' and 'private study' hours section of each course specification, with specific reference to placement hours. (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: N/A		
AEI Observations	Observations have been made by the education institution YES ☐ NO ☒	
Summary of observations made, if applicable		
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☐ Recommended to refuse approval of the programme ☐	
Date condition(s) met:	N/A	

Section three

NMC Programme standards
Please refer to NMC standards reference points: *Standards for post-registration education programmes* (NMC 2022, updated 2023)

NMC Programme standards

Standards of proficiency for specialist community public health nurses (NMC, 2022)
Standards framework for nursing and midwifery education (NMC 2018, updated 2023)
Standards for student supervision and assessment (NMC 2018, updated 2023)
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, 2022)

Partnerships

The AEI works in partnership with their practice learning partners, people who use services, 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, updated 2023)

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

Standard 2: Educational governance and quality:
S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders
R2.4 comply with NMC *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 people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

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

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

R5.14 a range of people including people who use services contribute to student assessment

Standards for student supervision and assessment (NMC 2018, updated 2023)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

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

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

Standard 7: Practice assessors: responsibilities:
R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression.
Students will be supported by a practice learning partner on either a zero-hour contract, an honorary contract, or a bespoke student contract which recognises their self-funded route

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

---

Findings against the standard and requirements

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

There's documentary evidence in support of an actively collaborative approach to working with PUSCs and other stakeholders across the life cycle of programme development and delivery. The approval visit discussions confirm BCU's commitment to sustain effective partnership with all PLPs and stakeholders. We find evidence that all stakeholders including employer representatives and PLPs are actively involved in the development of the proposed changes to meet the new SPSCPHN.

It's evident how BCU's strategy for PUSC involvement is implemented at programme level. As a result, PUSCs are engaged with other stakeholders in the co-production, design, development, planned delivery and evaluation of the programme. For example, they feel valued and engage in the review of pathways, assessment and collaborate to formulate content for the programme modules. Their views are actively sought and they undertake regular time-tabled meetings with the team.

12

There's evidence from documentation and discussions at the approval visit of prior consultations with students and PUSCs about the curriculum content. A programme of design events provide opportunities for dialogue between the BCU team and service leaders, practice assessors and practice supervisors as well as PUSCs.

There's evidence of how their involvement/feedback shapes the proposed programme. The provision of a single module covering the duration of the programme with a unifying theme of leadership serves to reinforce the SPSCPHN emphasis on leadership in practice. There are also specific sessions identified reflecting stakeholder priorities, for example, child development and neurodiversity making use of case study scenarios co-produced with PUSCs.

Inter-professional learning is a feature of the proposed programme in ways reflective of the collaborative learning design activities. For example, opportunities for shared learning with social workers and general practice nurses are a new feature. Rather than shared modules with specialist practice qualification (SPQ) students, a suite of modules for HVs and SNs provides for clearly identified grounding in the shared spheres of influence and differentiation to address contextually relevant learning needs.

The programme team assists students in identifying the best-fit route for SN or HV from the outset of the student journey at recruitment, guided by the selection criteria, outcomes and recognition of prior learning.

Discussions with PUSCs and students confirm that the established collaborative co-design and implementation approach has reshaped the programme over time. For example, case study scenarios are co-produced with PUSCs. They inform us of available opportunities to actively seek their views on the proposed programme.

We find documentary evidence and confirmation at the approval visit of robust systems of support for students to access learning resources. Students who require additional support have their specific needs met through a personalised support plan with an allocated tutor (personal tutor/academic assessor) and ongoing support. Students describe how they know what support services are available and how to access them. They also report highly positive experiences of these services.

PLPs inform us that in common with national trends there are staffing pressures but that recruitment plans are underway to secure additional staffing to meet service needs and provide sufficient capacity to meet the needs of students.

There are signed learning agreement documents between PLPs and BCU.

We review Care Quality Commission (CQC) reports. While BCU has mechanisms to address concerns identified none of the reports relate to the HV or SN services where SCPHN students are placed. There's evidence of partnership processes to address practice learning concerns and where required exceptional reporting to the NMC. There's evidence that BCU work collaboratively with EPs, PLPs and local AEIs to respond to any adverse CQC reporting.

The programme team describe how they aim to develop an inclusive environment where students and staff can challenge negative culture, attitudes and behaviours. The induction week is used to give prominence to informing students of available support services and how they may access reasonable adjustments summarised by the phrase 'report and support'. Forward planning for practice assessor and practice supervisor updates has a focus on EDI and this is now a standing agenda item in all programme (academic and practice) meetings. The annual self-report (ASR) notes no identified concerns in relation to differential attainment gaps and outlines proactive measures to support attainment. PLPs feel that students recruited demonstrate a diverse workforce that mirrors PUSCs in the community.

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

MET ☒   **NOT MET** ☐

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

MET ☒   **NOT MET** ☐

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met:

N/A

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

N/A

Independent/Supplementary Prescriber (V300)

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

Optional ☐   **Compulsory** ☐   **N/A** ☒

V300 prescribing isn't proposed.

Please indicate whether the V300 is to be approved at this event against the *Standards for prescribing programmes* and *Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society competency framework for all prescribers) (NMC, 2021)*

YES ☐   **NO** ☒

OR

If V300 is approved against *Standards for prescribing programmes* and *Standards of proficiency for nurse and midwife prescriber* provide the date it was approved:

28 April 2021

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

![NMC Nursing & Midwifery Council logo]

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

![Mott MacDonald logo]

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education, specifically R2.6, R2.7, R2.8, R2.9, R2.11

Proposed transfer of current students to the programme under review
Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the *Standards for post-registration education programmes* (NMC 2022, updated 2023).

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

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

Findings against the standard and requirements

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

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

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

  YES ☒ **NO** ☐ **N/A** ☐

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

  N/A ☒

An SPQ programme isn't proposed.

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

  YES ☒ **NO** ☐

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

  YES ☒ **NO** ☐ **N/A** ☐

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

  N/A ☒

An SPQ programme isn't proposed.

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

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

  MET ☒ **NOT MET** ☐

R1.5 is met. There's documentary evidence of governance arrangements building on BCU's partnerships with PLPs for pre-registration programmes to meet the specific requirements of the proposed SCPHN programme. There are signed statements of compliance with PLPs to meet the SFNME, the SSSA, the SPRP and the SPSCPHN. There's specific documentation of compliance with governance to assure protected learning time that's confirmed by our engagement with PLPs, practice assessors and students respectively. There's specific provision for governance of selection, admission and support in practice for self-funded and self-employed students.

There's evidence of collaboration between BCU and PLPs in the identification, preparation, ongoing support and allocation of practice assessors and practice supervisors. Senior leaders from PLPs express their expectations that practice assessors and practice supervisors participate in BCU's planned programme of preparation, support and updating needed to support the current and proposed programme. Practice assessors are particularly appreciative that the BCU team make provision for online as well as in-person events on an outreach basis.

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

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

    YES ☒ **NO** ☐ **N/A** ☐

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

    N/A ☒

An SPQ programme isn't proposed.

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

    YES ☐ **NO** ☐ **N/A** ☒

V300 isn't proposed for this SCPHN programme.

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

YES ☐ **NO** ☐ **N/A** ☒

V300 isn't proposed for this SCPHN programme.

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an <u>evaluative summary</u> to confirm how the *Standards for post-registration education programmes* and *Standards of proficiency for specialist community public health nurses (NMC, 2022)* will be met through the transfer of existing students onto the proposed programme.

Documentation provides evidence of planning for students who may not complete their programme of study within the expected timeframe. BCU has secured agreement of PLPs for placement support for interrupted SCPHN students. They'll be provided with bespoke support to complete their programme under the standards applicable at enrolment. Their university-based learning needs can be met through alignment of the new modules with the previous modular learning.

Practice assessors and practice supervisors and their student's express confidence in the BCU team's commitment to working with them to meet their needs as continuing students.

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

From your documentary analysis and your meetings at the approval visit confirm if students will be transferring to the SSSA, and if so that they have informed choice and are fully prepared for supervision and assessment.

Students undertaking the current SCPHN programme are already operating to the SSSA. There's evidence supplied of compliance in learning agreements with PLPs and in the PAD.

Assurance is provided that Gateway 1: *[Standards framework for nursing and midwifery education](link)* relevant to selection, admission and progression are met **YES** ☒   **NO** ☐

Outcome
Is the standard met?   **MET** ☒   **NOT MET** ☐ **Date:** 17 April 2024

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

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

Standard 2: Curriculum

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

R2.1 confirm programmes comply with the NMC *Standards framework for nursing and midwifery education* including the confirmation of appropriately qualified and experienced people for programme delivery for:

R2.1.1 all selected fields of SCPHN practice and/or SCPHN PHN practice and/or for

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

R2.2 confirm SCPHN and/or SPQ programmes comply with the NMC *Standards for student supervision and assessment*

R2.3 confirm SCPHN and/or community nursing SPQ programmes that include admission to NMC approved prescribing qualification comply with the NMC *Standards for prescribing programmes*

R2.4 state routes within the programme for:

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

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

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

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

R2.5 ensure programme learning outcomes reflect the:

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

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

nmc Nursing & Midwifery Council

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

MOTT MACDONALD

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

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

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

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

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

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

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

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

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

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

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

R2.11 ensure programmes are:

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

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

Standards framework for nursing and midwifery education, specifically R1.9, R1.13; R2.2, R2.15, R2.17, R2.19, R2.20, R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R3.16; R5.1 - R5.16.

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

Findings against the standard and requirements

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

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

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  N/A ☒

An SPQ programme isn't proposed.

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

  YES ☒   **NO** ☐

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

  YES ☐   **NO** ☐   **N/A** ☒

V300 isn't proposed for this SCPHN programme.

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

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☐   **NO** ☐   **N/A** ☒

A route to enter the SCPHN register for the public health nurse qualification isn't proposed.

22

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

N/A ☒

An SPQ programme isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

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

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

YES ☒   **NO** ☐   **N/A** ☐

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

YES ☐   **NO** ☐   **N/A** ☒

A route to enter the SCPHN register for the public health nurse qualification isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

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

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

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

MET ☒   **NOT MET** ☐ **N/A** ☐

R2.6.1 is met. There's documentary evidence that details in the programme specification, module descriptors and mapping documents how both core and specific SPSCPHN are met for HV and SN. The PAD serves this purpose for competence in the SPSCPHN in practice for the respective field of HV and SN.

The approval visit provides further evidence from stakeholders of how modular learning is differentiated to meet the specific SPSCPHN for HV and SN students, for example sexual and reproduction health pre-conceptually and perinatally as well as in adolescence; mental health, nutrition and advanced communication skills are likewise identified for more contextualised learning.

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

MET ☐   **NOT MET** ☐ **N/A** ☒

A route to enter the SCPHN register for the public health nurse qualification isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

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

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

MET ☒   **NOT MET** ☐

R2.7.1 is met. There's documentary evidence that details in the programme specification, module descriptors and mapping documents how programme learning outcomes are met for HV and SN.

At the approval visit stakeholders confirm in detail how the programme outcomes reflect the intended fields for SCPHN practice in HV and SN. Programme design events clearly identified what elements of the current programme should be retained, developed or changed and what new elements should be included within a new programme structure and reshaped to meet the SPSCPHN.

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

N/A ☒

An SPQ programme isn't proposed.

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

MET ☒　　**NOT MET** ☐

R2.8 is met. The programme plan sets out clearly the balance of theory and practice across the programme as a whole, the sequence of learning periods and how assessments are scheduled. At the visit it's evident how dialogue with stakeholders determined the balance of theory and practice to preserve the 50:50 balance of the previous (current) programme. However, in addition to this, partnership working identified the opportunity to structure the programme differently to allow greater flexibility and accessibility. The proposed programme plan provides for two days of practice learning per week, one day of campus-based learning (face-to-face) and one day of online working, with the remaining day being available for students to plan their own learning activity.

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

MET ☒　　**NOT MET** ☐

R2.9 is met. There's evidence supplied that describes how technology is used including email, the Moodle platform, iCity and the blend of face-to-face and online teaching. Student experience of online learning is highly positive, emphasising that it's predominantly 'live' and interactive, and therefore contributes to active learning and a sense of being a learning community. Students praise their induction to online learning at BCU and associated services and resources. Specific mention is made of their lecturers annotating their email signatures with quick links to support services.

Module descriptors indicate the use of simulation. Examples of simulation activities include:

- In-person home visit simulation utilising the home environments room to support students' development of communication and professional behaviour.
- Virtual health promotion clinic via Microsoft (MS) Teams breakout rooms
- Case study scenarios co-produced with PUSCs – simulation of difficult conversations in safeguarding.
- In-person simulation with an actor(s), allowing students opportunity to practice using an assessment tool, students reflect on experience, obtain feedback from the actor aiding development of professional curiosity, assessment skills.
- Application to practice for example, advanced communication skills, baby friendly initiative, Solihull Approach.

Students highly value their experience of these activities including the interprofessional learning and interagency working.

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

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

    YES ☐   **NO** ☐   **N/A** ☒

The programme isn't proposed to be delivered in Wales.

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to curricula are met

    YES ☒   **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to curricula are met

	YES ☒	NO ☐

Outcome		
Is the standard met?	MET ☒	NOT MET ☐
Date: 17 April 2024		
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 3: Practice learning

Approved education institutions must:

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

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

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

R3.3 provide practice learning opportunities that allow students to develop, progress and meet all the standards of proficiency for their:

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education, specifically R1.1, R1.3,
R1.5; R2.10, R2.15; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

Findings against the standard and requirements

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

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

  MET ☒   NOT MET ☐

R3.1 is met. There's documentary evidence confirmed by PLPs of a clear process
of recruitment and selection that's inclusive of applicants who are self-employed
and/or self-funded. Students are supported by a PLP on either a zero-hour
contract, an honorary contract, or a bespoke student contract which recognises
their self-funded route. Students or their employer may pay their fees. In all other
respects, the governance arrangements formalise joint commitment of BCU and
PLPs to equitable support for practice learning, practice supervision and practice
assessment meeting the NMC standards.

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

  MET ☒   NOT MET ☐

R3.2 is met. There's documentary evidence in the PAD that clearly maps the requirements for practice assessors and practice supervisors to fulfil their roles and responsibilities towards SCPHN students in partnership with BCU. Individuals accepting these roles are required to sign the PAD to confirm their acceptance of the responsibilities entailed. These roles are clearly differentiated as required by the standards and only exceptionally combined with an explicit and time limited justification. Our engagement with the BCU team and PLPs provides specific assurances that it's their practice to record and assure that practice supervisors, practice assessors and academic assessors have either completed preceptorship as SCPHNs in their respective fields of practice (HV and SN) or can evidence prior learning and relevant practice experience to fulfil their roles.

Likewise, they provide specific assurances that it's their practice to record and assure that when, in exceptional circumstances, the same person fulfils the role of practice supervisor and practice assessor there's a jointly agreed explicit justification and plan to review and adopt separation of function at the earliest opportunity.

We recommend that BCU and PLPs consider formalising current practice for example through a standard operating procedure or similar documentation. (Recommendation one and recommendation two)

There are examples of preparation and support sessions provided for current practice assessors and practice supervisors. There are plans in place for such preparation in advance of commencement of the proposed programme in September 2024 to meet the SPSCPHN.

There's an option for practice assessors to undertake the community practice teaching: 'education and practice' module at level seven which retains the support of employers.

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

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.3.1 is met. At the approval visit employer representatives from PLPs provide assurances that practice assessors and practice supervisors are able to facilitate the range and depth of learning opportunities to meet the SPSCPHN that exceed the expectations of previous standards, especially with regard to the SCPHN as leader. Practice assessors and students confirm how their exposure to practice learning is progressively tailored towards higher levels of complexity and decision making required for increasingly autonomous practice towards the final period of consolidation of practice learning.

- SCPHN public health nurse (R3.3.2)

  MET ☐   **NOT MET** ☐   **N/A** ☒

A route to SCPHN public health nurse isn't proposed.

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

  N/A ☒

An SPQ programme isn't proposed.

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

  N/A ☒

An SPQ programme isn't proposed.

Evidence provides assurance that the following QA approval criteria are met:
• There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R3.4)   **YES** ☒   **NO** ☐

Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.
• There is evidence to demonstrate that the programme team takes account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities, and (R3.5)   **MET** ☒   **NOT MET** ☐   R3.5 is met. There's evidence that students are clearly directed to BCU services that provide advice and access to support for a range of individual needs and circumstances including health and welfare or factors affecting their learning. There's evidence, confirmed by students and practice assessors, of how needs for reasonable adjustment can be raised and are actioned in both the university and placement settings. Students give high praise for the responsiveness of support services from BCU and the way they work with PLPs providing placement learning.

Governance arrangements are clearly outlined. The PAD supports the formal basis of the partnership between the PLP and BCU for reasonable adjustment in the practice learning setting.

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

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.6.1 is met. Practice assessors confirm how students each have their individual starting places for their learning journey depending on their prior learning and experience. Practice assessors and (separately) students confirm how their exposure to practice learning experience is planned and adjusted to meet their individual learning needs and to support their progression towards achieving the SPSCPHN. The curriculum design events identified the value of students being supported to access alternative practice learning opportunities to meet their particular needs, especially if not available within their main practice setting.

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

N/A ☒

An SPQ programme isn't proposed.

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

Outcome		
Is the standard met?	**MET** ☒	**NOT MET** ☐
Date: 17 April 2024		
Post event review		
Identify how the condition(s) is met:		
N/A		

Date condition(s) met:		
N/A		

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

Standard 4: Supervision and assessment

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

R4.1 ensure student support, supervision, learning and assessment complies with the NMC *Standards framework for nursing and midwifery education*

R4.2 liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment

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

R4.4 ensure practice supervisors:

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

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

R4.5 ensure practice and academic assessors:

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

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

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

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

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

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

R4.7.2 SCPHN public health nurse,

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

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

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

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

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

R4.9.2 SCPHN public health nurse practice,

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

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

Standards framework for nursing and midwifery education, specifically*: R2.12; R3.5, R3.6, R 3.8, R3.11, R3.13, R3.14, R3.17; R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9*

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

MET ☒   **NOT MET** ☐

R4.1 is met. Documentary evidence confirms that current SCPHN education at BCU adopts the SFNME and the SSSA. The learning culture is highly engaged with PUSCs and other stakeholders to develop and evaluate SCPHN education and this results in new opportunities for inter professional learning and working in

nmc
Nursing &
Midwifery
Council

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

M M
MOTT
MACDONALD

community and family public health. Formal governance arrangements are effective in supporting the development of the new programme, for example by securing equitable arrangements for the recruitment of self-employed/self-funded students. Individual PUSCs and representative organisations are actively engaged in programme development including recruitment. Students' manifest empowerment through their confident articulation of their experience and use of the practice learning and supportive services available to them. They express appreciation for being respected as colleagues who are already registrants. Educators and assessors are recognised by their students as a cohesive team who are consistent in their responsiveness to constructive feedback. This is clearly carried forward in day-to-day management of the programme as well as development and design of the curriculum and assessment methods for the new programme.

Exploration with students, practice assessors and practice supervisors confirm their familiarity with and application of SSSA in practice. Students are positive about the value of their experience of formative assessment, feedback and reflective dialogue to inform future learning at key stages in their learning journey. They offer specific examples of supportive measures and reasonable adjustment to mitigate adverse circumstances or specific learning needs and support for progression towards summative assessment.

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

  MET ☒   **NOT MET** ☐

R4.2 is met. Documentary evidence and dialogue with stakeholder groups supports that statements of compliance between BCU and PLPs are put into practice through a collaborative approach to identify, prepare and support practice assessors and practice supervisors to be clear about their respective roles and responsibilities. Students, practice assessors and practice supervisors are all actively engaged in formal evaluation of learning and teaching in theory and practice at modular and whole programme level. There's evidence of how the outcomes of evaluation are fed back to stakeholders.

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

  MET ☒   **NOT MET** ☐

R4.3 is met. There's documentary evidence indicating that current SCPHN education at BCU adopts and is compliant with the SFNME and the SSSA.

Preparation and ongoing support of practice assessors and practice supervisors is fully aligned with the SSSA. There's provision of a level seven accredited module for practice assessors who wish to use this as a means of preparation and development.

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

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

    YES ☒   NO ☐   N/A ☐

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

    YES ☒   NO ☐   N/A ☐

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

    YES ☒   NO ☐   N/A ☐

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

    YES ☒   NO ☐   N/A ☐

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

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

    MET ☒   NOT MET ☐

R4.6 is met. The PAD requires that the student is assigned to a practice assessor who's an experienced registered SCPHN. The approval visit engagement with the programme team, PLPs including senior leaders and practice assessors provide assurances of this standard.

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

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

MET ☒   **NOT MET** ☐

R4.6.1 is met. The student programme handbook states that if such a situation arises, the practice assessor/practice supervisor and SCPHN student should notify the academic assessor and provide evidence to justify why this change is necessary. Instigation of this change has an explicit and time limited justification. The approval visit engagement with the programme team, PLPs including senior leaders and practice assessors provide assurances of this standard. Formalising these practices is recommended to further strengthen assurance. (Recommendation two)

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

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

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

YES ☒   **NO** ☐   **N/A** ☐

- SCPHN public health nurse (R4.7.2)

YES ☐   **NO** ☐   **N/A** ☒

A SCPHN public health nurse route isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

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

YES ☒   **NO** ☐

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

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

YES ☒   **NO** ☐   **N/A** ☐

- SCPHN public health nurse practice (R4.9.2)

YES ☐   **NO** ☐   **N/A** ☒

A SCPHN public health nurse practice route isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

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

N/A ☒

An SPQ programme isn't proposed.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met

YES ☒   **NO** ☐

Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to supervision and assessment are met

YES ☒   **NO** ☐

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

Date: 17 April 2024

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: Qualification to be awarded

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

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

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

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

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

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

Standards framework for nursing and midwifery education, specifically R2.12, R2.21

Findings against the standards and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  N/A ☒

An SPQ programme isn't proposed.

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

  YES ☐   **NO** ☐   **N/A** ☒

The V300 award isn't proposed for the programme.

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

  YES ☐   **NO** ☐   **N/A** ☒

The V300 award isn't proposed for the programme.

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** ☒

A fall back exit award with registration as a SCPHN isn't proposed.

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

YES ☒ **NO** ☐

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

Date: 17 April 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

N/A

Section four

Sources of evidence

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

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	☒	☐
Programme specification(s)	☒	☐
Module descriptors	☒	☐
Student facing documentation including programme handbook	☒	☐
Student university handbook	☒	☐
Practice assessment documentation	☒	☐
Ongoing record of achievement (ORA)	☒	☐
Practice learning environment handbook	☒	☐
Practice learning handbook for practice supervisors and assessors specific to the programme	☒	☐
Academic assessor focused information specific to the programme	☒	☐
Placement allocation / structure of programme	☒	☐
PAD linked to competence outcomes, and mapped against *Standards of proficiency for specialist community public health nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for post-registration education programmes* (NMC 2022, updated 2023) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered SCPHN responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't proposed.		
List additional documentation: None identified.		
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: Cohort February 2023: SCPHN SN x two and SCPHN HV x one. Cohort September 2023: SCPHN SN x one and SCPHN HV x three. Cohort February 2024: SCPHN SN x two and SCPHN HV x three.		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation: An apprenticeship route isn't proposed.		
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 practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: CQC reports: Birmingham Women's and Children's NHS Foundation Trust, 3 March 2023 Black Country healthcare NHS Foundation Trust, 12 May 2022 Shrewsbury and Telford hospitals NHS Trust, 18 November 2021 University Hospitals Birmingham NHS Foundation Trust, 14 February 2024 Walsall Healthcare NHS Trust Manor Hospital, 15 September 2023 Walsall Healthcare NHS Trust, 25 January 2023		
If you stated no above, please provide the reason and mitigation: BCU is an established AEI and resource checks aren't required.		
Additional comments: None identified.		

Mott MacDonald Group Disclaimer This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose. We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.			
Issue record			
Final Report			
Author(s):	Robert Nettleton Clementina Aina	Date:	26 April 2024
Checked by:	Pamela Page	Date:	29 April 2024
Submitted by:	Leeann Greer	Date:	10 May 2024
Approved by:	Natasha Thompson	Date:	15 May 2024