

Programme approval report

Section one

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

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

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

	<input type="checkbox"/> Level 11
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
Date of approval visit:	10 May 2024
Programme start date:	
SCPHN health visiting	16 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	16 September 2024
SCPHN school nurse with integrated independent and supplementary prescribing (V300)	
SCPHN occupational health nurse	

SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN public health nurse	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN health visiting apprenticeship	
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: Kathryn Price Lay Visitor: Philip Stephenson

Section two

Summary of review and findings

Buckinghamshire New University (BNU) is an established Nursing and Midwifery Council (NMC) approved education institution (AEI) and has successfully delivered specialist community public health nursing (SCPHN) programmes since 2007. The school of health and social care professions (the school) is seeking approval for a full time, 120 credit, one-year postgraduate diploma (PgDip) programme at academic level seven in the fields of health visiting (HV) and school nursing (SN). The programme is delivered over 46 weeks and doesn't include the independent and supplementary prescribing (V300) award. There's no fall-back exit award leading to NMC SCPHN registration.

The programme is delivered at the High Wycombe campus.

Entry to the programme is open to current NMC registered first level nurses and midwives who demonstrate the capability to study at level seven through a written assessment and interview. There are application routes for NHS, non-NHS, self-employed and self-funding applicants with robust processes in place to ensure appropriate governance. BNU postgraduate regulations permit recognition of prior learning (RPL) of up to 60 credits which is assessed on a module-by-module basis.

The programme is designed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023) and the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023). Programme and module learning outcomes are mapped to the Standards of proficiency for SCPHNs (SPSCPHN) (NMC, 2022).

Documentation and the approval visit confirm stakeholder engagement is a key feature of the programme through a wide range of meetings, events and questionnaires to gather feedback and lead changes to the proposed programme. The stakeholder view is threaded through the programme to ensure that it meets the needs and challenges of SN and HV practice in the local and wider community. This co-production includes practice learning partners (PLPs), relevant professional organisations, people who use services and carers (PUSCs), the external examiner and past and current students.

The programme team comprises SCPHN registered lecturers in the fields of SN and HV, qualified district nurses and public health academics who bring a wide range of practice and academic experience. BNU have redesigned the SCPHN curriculum in alignment with local and national requirements and the support of PLPs. Signed contractual agreements are in place.

BNU adopt the previously approved pan-London practice assessment document (PAD) for HV and SN which is facilitated by BNU's electronic platform, 'my knowledge map' (MKM). There are processes and procedures in place to support the implementation of the PAD. A MKM training schedule is in development for all PLPs, practice supervisors, practice assessors and academic assessors. Additional training is facilitated by the SCPHN programme team prior to commencement of the programme. PLPs are currently using the pre-registration nursing pan-London PAD for BNU students and therefore use of the MKM PAD platform is familiar to them.

The programme offers a blended learning approach combining classroom learning, online workshops and digital resources, with 25 percent of teaching activities taking place online. There's a range of field-specific assessments to foster critical thinking, problem solving and decision-making skills. There's a balance of theory-based and practice-based learning across the programme, culminating in a period of 10 weeks of practice learning. Interprofessional learning (IPL) is a key feature of the learning approach with shared seminars and group work. There's collaboration with practice supervisors, practice assessors and academic assessors to address challenges, develop skills and ensure high standards of care. Regular tripartite meetings provide a platform for open communication and ongoing collaboration.

BNU is a comparatively small, widening participation university with a diverse student population and a high proportion of disabled students compared with other universities in the sector. At programme level, SCPHN cohorts are small, 100 percent female and more than half have a known disability which is comparable to the overall school rate of approximately 13 percent. The school undertakes programme monitoring to support data analysis and identification of continued or new equality, diversity and inclusion (EDI) trends, allowing them to be reported and acted upon. A range of bridging modules are available for potential students who are interested in the SCPHN programme but feel they may not have the required academic skills to study at level seven.

The visit is undertaken by remote means.

The SFNME is met at programme level.

The SSSA are met at programme level.

Two NMC recommendations and one university recommendation are made.

The programme is recommended for approval.

Recommended outcome of the approval panel

<p>Recommended outcome to the NMC:</p>	<p>Programme is recommended to the NMC for approval <input checked="" type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified.</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>None identified.</p>
<p>Date condition(s) to be met:</p>	<p>N/A</p>
<p>Recommendations to enhance the programme delivery:</p>	<p>Recommendation one: Consider providing greater clarity about formative and summative assessment processes in the PAD in student facing documentation. (SFNME R3.2)</p> <p>Recommendation two: Consider working with PLPs to support practice supervisors and practice assessors in elevating their practice to role model the SPSCPHN. (SFNME R4.2)</p>

	Recommendation three: Review learning outcomes, particularly for new modules. (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 <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	Programme titles amended to bracket SCPHN fields.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	N/A

Section three

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

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

Standard 3: Student empowerment:

- R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs
- R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills
- R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning
- R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

- R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment
- R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment
- R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

Standard 1: Organisation of practice learning:

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and the approval visit confirm effective partnership working between BNU, PLPs, PUSCs and students. PLPs confirm they provide feedback to the programme team as part of curriculum development, including attendance at a series of meetings, workshops and discussions. In addition, an all-day curriculum development event ensures a close working partnership that reflects the needs of the local community and wider workforce. Senior PLP managers, practice assessors and practice supervisors tell us they feel very much part of the co-production process and that communication with BNU is excellent with regular updates from the programme team.

Changes in the programme proposed by PLPs include further development of leadership skills, consideration of more authentic assessments that mirror real-life situations and more flexibility in the programme structure. At the approval visit, senior PLP managers, practice assessors and practice supervisors confirm that their feedback has informed programme development. For example, the decision not to include V300 is led by PLPs who aim to ensure students concentrate on core SCPHN skills and not be overloaded by the prescribing module. They tell us that it's felt more appropriate for the prescribing module to be offered as a top-up option following registration as a SCPHN.

Documentation and the approval visit highlight the importance of PUSCs and how their lived experience gives an authentic and first-hand insight into the local needs and challenges of community healthcare delivery. There's an established experts by experience group at BNU. PUSCs tell us they feel listened to and have a range of opportunities to give their views and provide suggestions through questionnaires, meetings, discussions and stakeholder event days. PUSCs with specific experience of HV together with representation from the local youth participation forum for SN inform programme development. Suggestions given by PUSCs for programme change include the need to develop more effective communication skills, the greater use of scenarios and life stories and broadening

the range of placement opportunities for students. PUSCs tell us that their lived experience is highly valued, their voice is heard and communication with the programme team and BNU is excellent. In addition, BNU are enhancing PUSC co-production through a strategy and action plan that focuses on their involvement in recruitment and assessment. PUSCs provide examples of their current involvement which includes sharing their experiences with students, involvement in developing interview questions and participating in SCPHN interview panels.

SCPHN students and alumni at the approval visit confirm that feedback from students is sought and valued, for example by providing module and placement evaluations. They're involved in programme development and suggest changes including a more uniform recruitment process across PLPs, increased opportunities for simulation and development of digital skills, a greater focus on leadership and authentic assessment opportunities. Students confirm that PLPs and the programme team value their feedback and their suggestions are reflected in the programme. They provide examples of increased opportunity for simulation and varied assessments. Students tell us there's a wide range of support services available to them at BNU. This includes the inclusion, diversity and disability team who provide assessment and support for students and work with the programme team to ensure that all students have equal opportunities to succeed. BNU's student hub supports students with financial hardship and there's a dedicated counselling service available to all students which provides a confidential space for addressing personal, emotional or academic concerns.

Students tell us they feel exceptionally well supported by BNU and "could not fault them". Students confirm they're well supported by practice assessors and practice supervisors and receive protected learning time. They tell us the disability team offers excellent support and feel BNU listens to and cares about them. One student enthusiastically describes her personal and professional development during the programme and comments on their experience of highly effective theory-based and practice-based learning.

Senior representatives from BNU tell us they fully support the SCPHN programme and recognise its importance in expanding the local workforce and addressing the local community's HV and SN needs. They tell us the student voice and their evaluation are highly valued and the programme team work collaboratively with students to ensure their feedback is acted upon. Senior representatives from BNU confirm that they work closely with their PLPs to ensure the programme is fit for purpose with governance structures in place to ensure the quality of practice learning. There are signed partnership agreements that provide assurance that students are supported in practice and a dedicated placements team who monitor placement audits.

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 isn't offered as an element of the proposed SCPHN programme.

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:

18 March 2021

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

R1.6 consider recognition of prior learning that is capable of being mapped to the:
R1.6.1 programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice

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

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

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

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

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

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

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

Findings against the standard and requirements

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

- Evidence of processes to ensure that the applicant is a NMC registered nurse (level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Specialist Community Public Health Nurse (SCPHN) programme before being considered as eligible to apply for entry (R1.1.1)
YES NO N/A
- Evidence of processes to ensure that the applicant is a NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry (R1.1.2)
N/A

An SPQ programme isn't proposed.

- Processes are in place to confirm on entry that each applicant selected to undertake a SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme (R1.2)
YES NO
- Evidence of selection process that demonstrates opportunities that enable eligible NMC registered nurses and/or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme (R1.3)
YES NO N/A

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

N/A

An SPQ programme isn't proposed.

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

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

MET

NOT MET

R1.5 is met. Documentation and the approval visit confirm that governance structures are in place to enable students to undertake and be appropriately supported throughout the programme. PLPs sign declarations of SCPHN student support which demonstrates their commitment to the programme and agreement with jointly developed governance structures and expectations, including protected learning time. All PLPs actively encourage practice supervisors and practice assessors to undertake the supervising and assessing specialist community practice module or the BNU postgraduate certificate in practice education. They offer full financial support and study leave to support their staff. Placement agreements are updated every two years by BNU's head of practice learning. Educational audit is overseen by the pan-London practice learning group and is undertaken jointly between the PLP and an academic member of staff. These are shared with other AEs who share placements with BNU.

There are feedback mechanisms and quality assurance processes in place, including practice evaluation forms completed by students each term, to identify areas for improvement. Students tell us they receive protected learning time. Senior PLP managers at the approval visit confirm that practice assessors and practice supervisors are well prepared and supported appropriately in their roles. Practice assessors and practice supervisors tell us they receive appropriate preceptorship and protected time to support student learning.

Students are allocated suitably qualified and experienced practice supervisors and practice assessors who've undertaken a period of preceptorship as SCPHNs in line with the NMC principles for preceptorship. BNU provide regular upskilling sessions and ongoing support to ensure they fulfil their roles effectively. Students confirm they're supported in accordance with the SSSA and are allocated a

SCPHN HV or SN registered practice supervisor, practice assessor and academic assessor.

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 included in the proposed 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 included in the proposed SCPHN programme.

Proposed transfer of current students to the programme under review

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

Current students will complete their current programme and therefore not transfer onto the proposed programme. This was explained to them during their September 2023 induction.

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

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

The current programme complies with the SSSA and therefore no students will be transferring.

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met
YES NO

Outcome

Is the standard met? MET NOT MET

Date: 10 May 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 2: Curriculum

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

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

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

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

- R2.2 confirm SCPHN and/or SPQ programmes comply with the NMC *Standards for student supervision and assessment*
- R2.3 confirm SCPHN and/or community nursing SPQ programmes that include admission to NMC approved prescribing qualification comply with the NMC *Standards for prescribing programmes*
- R2.4 state routes within the programme for:
- R2.4.1 students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse
- R2.4.2 students to enter the SCPHN register for the public health nurse qualification
- R2.4.3 students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing
- R2.4.4 students to annotate their registration in community nursing SPQ practice in health and social care
- R2.5 ensure programme learning outcomes reflect the:
- R2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing
- R2.5.2 core standards of proficiency for SCPHN that are tailored to public health nursing
- R2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice
- R2.6 set out the general and professional content necessary to meet the:
- R2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,
- R2.6.2 core standards of proficiency for SCPHN public health nurse qualification
- R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care
- R2.7 set out the content necessary to meet the programme outcomes for each intended field of:
- R2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,
- R2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care
- R2.8 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies

- R2.9 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment
- R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and
- R2.11 ensure programmes are:
- R2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award
- R2.11.2 no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes.

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

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

Findings against the standard and requirements

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

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

- all selected fields of SCPHN practice and/or SCPHN PHN practice (R2.1.1)
YES NO N/A
- 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

The proposed programme doesn't include a prescribing qualification.

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 SCPHN public health nurse qualification isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

N/A

An SPQ programme isn't proposed.

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

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

YES NO N/A

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

YES NO N/A

An SCPHN 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 evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

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

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

MET NOT MET N/A

R2.6.1 is met. Programme documentation demonstrates that module learning outcomes are mapped to the NMC core and field-specific SPSCPHN. The proposed programme comprises six, 20 credit modules at academic level seven. The final term of the programme is full-time, consolidated practice learning. The taught content of the field-specific modules is planned and delivered by staff with the same field SCPHN qualification as the students, PUSCs and guest speakers. Three of the programme modules are shared with student HVs, SNs and district nurses and include examples and case studies relevant to each field and discipline. Sessions are provided separately for each field and are facilitated by a field-specific academic or guest speaker. Students at the approval visit confirm they participate in shared teaching with other fields of practice.

The PAD runs alongside academic assessments and provides an ongoing record of achievement. This provides opportunity for students to demonstrate the achievement of the SPSCPHN, reflected in separate PADs for HV and SN students.

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

MET NOT MET N/A

A SCPHN 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. Documentation and the approval visit confirm that all module and programme learning outcomes are mapped to the SPSCPHN in the intended field of practice. This is evidenced in the proficiency mapping document and programme specification. The programme and practice handbook confirm that all modules must be passed for the programme to be achieved. This includes the successful completion of the PAD. There's no compensation for any theory and practice assessments within the programme.

- 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. There's evidence that the curriculum provides a balance of theory-based and practice-based learning. Feedback from students during programme development indicates a consensus for the inclusion of more online teaching within the programme. A blended learning approach therefore combines classroom sessions with online workshops and digital resources. At least 25 percent of teaching activities take place online to provide flexibility and accessibility, with the use of carefully selected materials and activities that are most suitable for online delivery. Examples include online workshops and digital resources. Module descriptors confirm that a range of teaching and learning strategies are utilised including lectures, seminars and workshops. The proposed programme has a minimum requirement of 127 practice days and culminates in a period of continuous practice learning during the final term. Independent study days are also

programmed into the curriculum and one module offers students a choice of assessments.

The curriculum incorporates a balance of developing leadership skills, evidence-based practice, service development and a focus on current health and social care agendas. PUSCs tell us they're also involved in the delivery of teaching sessions through scenarios and simulations based on their lived experience. BNU has an IPL and education strategy aimed at ensuring SCPHN students have meaningful interactions with professionals and learners from other disciplines, both in university and in the practice learning environment. Through IPL, students learn alongside students from other disciplines, including midwifery, paramedics, social workers and occupational health. Students at the approval visit confirm the benefit of IPL and how they're encouraged by the academic team, their practice supervisor and practice assessor to undertake alternative learning experiences within the practice learning environment.

All learners are allocated a suitably qualified and experienced practice supervisor and practice assessor to support a range of learning opportunities. Students tell us practice staff provide helpful guidance, constructive feedback and encourage them to grow in confidence and competence. Practice placements therefore enhance student learning and help bridge the gap between theory and practice.

- 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. The curriculum is strategically designed to digitally enable all students by integrating technology into learning experiences. Students use the MyBNU application to access all university systems and information and receive notifications to keep them updated. The application enables students to self-register attendance at all teaching sessions by entering a unique session code given by teaching staff. Attendance records, timetables, academic advice, library loans, student surveys and many other services are also available through it. Attendance and engagement are regularly and closely monitored and staff are notified if a student has missed three or more sessions.

Simulation and real-world clinical experiences provide a range of learning opportunities which meet the diverse needs of adult learners. Simulation suites have cameras and television displays to allow simultaneous observation of training and display in other locations. There's also an immersive simulation suite which is used to recreate an office, school or clinic setting. PUSC input is facilitated through role play, life stories and scenarios so that students can practise in a safe and supportive environment. PUSCs at the approval visit confirm their involvement in student learning and students provide an example of participating in a simulated, interdisciplinary conference.

BNU utilises a virtual learning environment (VLE), Blackboard, to complement teaching and learning. This online platform provides a space for collaborative learning, access to digital resources and interactive activities to support supervision, learning and assessment. Lecture capture is used and enhances the capabilities of the existing VLE and supports widening accessibility for students with additional learning support needs, or for students for whom English isn't their first language.

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 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: 10 May 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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

MET **NOT MET**

R3.1 is met. Documentation and the approval visit confirm arrangements and governance for practice learning is in place for all students, including those who are self-employed and self-funded. PLPs sign declarations of SCPHN student support as a commitment to the programme. Practice partner agreements and placement contracts outline the expectations and responsibilities of all parties involved, ensuring a consistent level of service and safety. The pan-London educational audit is completed every two years and reviewed in between as an ongoing quality assurance process.

Self-employed and self-funded students are supported to apply to the programme and a flow chart is developed to clearly show the process. PLPs sign a statement of intent for self-funding and self-employed students demonstrating their agreement to provide the required opportunities, including the issue of an honorary contract for the duration of the SCPHN programme.

BNU's practice learning hub supports students, staff and PLPs with any issues raised relating to the quality of practice learning environments, SSSA compliance and preparing and supporting learners in practice. Practice leads across all health and social care programmes at BNU meet monthly to share good practice and resolve any issues collaboratively.

The programme and practice handbooks include a section regarding the importance of raising concerns, including process guidance for students. The duty of candour guidance sets expectations for students to be open and honest with people in their care, their placement area or employer and the university. Students tell us they're confident about raising and escalating concerns. They've access to relevant PLP policies and procedures and can meet with 'freedom to speak-up guardians' available in practice areas, if required.

- 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. Documentary evidence and meetings at the approval visit confirm effective working partnerships between students, BNU and PLPs to ensure appropriate arrangements for supervision and assessment. Students have an allocated placement area that has been audited and an identified practice supervisor and practice assessor with a SCPHN qualification and experience in the same field of practice to support assessment and supervision.

There's a practice induction week scheduled for all students to enable them to meet their allocated practice supervisor and practice assessor and familiarise themselves with the practice learning environment. In addition, BNU develop a SCPHN practice learning commitment document that's completed and signed by students, practice supervisors and practice assessors. This confirms their agreement to comply with roles and responsibilities for practice learning throughout the programme. Students tell us they feel supported in their learning journey by the programme team, practice supervisor and practice assessor and confirm their responsibilities in escalating concerns if needed.

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. BNU collaborates with PLPs to provide learning opportunities that align with the specific requirements of the SCPHN programme in order for HV and SN students to apply theoretical knowledge and develop practical skills effectively. In addition, students can plan and undertake alternative learning experiences. The programme supports this by incorporating blocks of practice in terms one and two to enable students to seek out learning experiences with other relevant disciplines. BNU and PLPs promote practice-based IPL, enabling students to work alongside health professionals from different disciplines and services. These include general practitioners (GPs), midwives, mental health services, children's centres, neo-natal services, social services and drug and alcohol services. This collaborative approach helps students meet the SPSCPHN related to teamwork, communication, leadership and interdisciplinary care.

Students confirm at the approval visit that they receive supervision from suitably qualified and experienced practice supervisors and practice assessors who guide and support them by providing constructive feedback for improvement and regular tripartite meetings. This approach supports students to negotiate a range of practice learning opportunities in their journey towards proficiency in their field of HV or SN practice. SPSCPHN are recorded in the PAD and are achieved

throughout the programme. The programme concludes with a 10-week period of consolidated practice learning.

Students are encouraged to engage with reflective practice. Self-reflection is fostered throughout the SCPHN programme and is emphasised by the programme team after each formative and summative assessment. The PAD provides a structure to support reflective practice. This includes self-assessment and a learning agreement in which students reflect on their individual learning needs.

- SCPHN public health nurse (R3.3.2)
MET NOT MET N/A

A SCPHN public health nurse qualification isn't proposed.

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

An SPQ programme isn't proposed.

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

An SPQ programme isn't proposed.

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

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R3.4)
YES NO

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

- There is evidence to demonstrate that the programme team takes account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities, and (R3.5)
MET NOT MET

R3.5 is met. BNU has a diverse student population and aims to create a learning environment that fosters equal opportunities and celebrates diversity. Regular data

collection and analysis is conducted to identify any areas that may require targeted support. This includes ensuring reasonable adjustments are effectively made in practice learning. Students tell us they're well supported by BNU, communication with staff is excellent and additional help is effectively signposted. They also have access to extenuating circumstances support if their personal circumstances change, for example assessment extensions.

There's a formative assessment in the first week of the programme. Any students who are highlighted as having additional learning needs are referred to the inclusion, diversity and disability team. They advise if there's an additional learning need and how BNU can support the student at programme level and within the practice setting through reasonable adjustments. Practice supervisors and practice assessors provide examples of how they enable reasonable adjustments to support students in practice, for example reducing the number of visits per day and offering a quiet space to complete documentation. A learning agreement is established each term which sets out an agreement of commitment between the student and their practice supervisor and practice assessor. This is captured within the PAD and enables students to tailor their individual learning opportunities.

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. There's evidence that learning experiences are tailored to individual students' learning needs. For example, an initial formative assessment to identify strengths, areas for growth and any areas of specific difficulties. The programme uses a range of teaching and learning strategies, including lectures, face to face and online learning, case studies, role play, simulations and clinical practice. The VLE provides access to a wide range of supportive guidance and resources to enrich the student experience. PLPs support students by providing suitably qualified, field-specific staff who ensure that effective supervision and regular meetings identifies progress, challenges and goals, including action plans when needed.

Documentation and the approval visit confirm that self-reflection, peer support and formal feedback mechanisms are used to guide and support the student but can be tailored to their individual needs. In the practice learning environment, constructive feedback for student development is given and supported by further development opportunities during protected learning time. The level of supervision is tailored to individual student confidence and competence throughout the programme.

<ul style="list-style-type: none"> their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice (R3.6.2) <p style="text-align: right;">N/A <input checked="" type="checkbox"/></p> <p>An SPQ programme isn't proposed.</p>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to practice learning are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to practice learning are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
Outcome
<p>Is the standard met? MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>Date: 10 May 2024</p>
Post event review
<p>Identify how the condition(s) is met:</p> <p>N/A</p>
<p>Date condition(s) met:</p> <p>N/A</p>
<p>Revised outcome after condition(s) met: MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p> <p>N/A</p>

Standard 4: Supervision and assessment
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R4.1 ensure student support, supervision, learning and assessment complies with the NMC <i>Standards framework for nursing and midwifery education</i></p> <p>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</p> <p>R4.3 ensure practice supervision, the assessment of practice and academic assessment complies with the NMC <i>Standards for student supervision and assessment</i></p> <p>R4.4 ensure practice supervisors:</p>

- R4.4.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals or
- R4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students
- R4.5 ensure practice and academic assessors:
- R4.5.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ or
- R4.5.2 can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ
- R4.6 ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking
- R4.6.1 in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN/community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person
- R4.7 provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:
- R4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.7.2 SCPHN public health nurse,
- R4.7.3 their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or
- R4.7.4 other specified field(s) of community nursing SPQ in health and social care
- R4.8 ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met
- R4.9 assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:
- R4.9.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.9.2 SCPHN public health nurse practice,
- R4.9.3 their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, and/or
- R4.9.4 other specified field(s) of community nursing SPQ in health and social care practice.

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

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

MET

NOT MET

R4.1 is met. BNU has established a clear process to ensure compliance with NMC standards and other regulatory guidelines. This includes appropriate actions to manage risks from adverse regulatory reports. The school collects and analyses data related to student outcomes, assessment results and programme effectiveness to identify areas for improvement. For example, senior AEI representatives confirm processes for monitoring compliance with the SSSA and the overall quality of the programme.

Documentation and the approval visit confirm there are comprehensive student support mechanisms in place, including suitably qualified academic assessors, personal tutors, practice supervisors and practice assessors, together with wider university support services. Students are provided with clear guidance on professional conduct, ethics and expectations in line with the programme requirements and NMC Standards. The programme team confirm there's an external examiner in place who ensures the quality, integrity and fairness of both academic and practice assessments.

BNU offer a range of meetings and training to upskill and support practice supervisors and practice assessors. In addition, there's a specially developed supervising and assessing specialist community practice module to support and develop practice supervisors and practice assessors. PLPs tell us this module is highly valued by staff and confirm there are regular updates to ensure practice supervisors and practice assessors are fully prepared for their role.

Documentation and the approval visit confirm that assessments are fair, transparent and aligned to the required SPSCPHN. A robust system for providing timely and constructive feedback to students fosters a culture of continuous improvement. Students tell us that the programme team are responsive to their

individual learning needs and they feel supported in all aspects of their learning. Students are encouraged to engage in reflective practice and tell us how much this supports their skills and the positive impact of the programme on their learning overall.

- 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. All students are allocated an academic assessor, practice supervisor and practice assessor who hold a SCPHN qualification in the student's field of practice and have undertaken a period of preceptorship as a SCPHN in line with the NMC principles for preceptorship, or can evidence prior learning and relevant experience. The nominated practice supervisor works in the student's field of SCPHN practice and won't simultaneously act as practice assessor for the same SCPHN student. PLPs tell us there are suitable numbers of qualified practice assessors and practice supervisors to avoid this.

Academic assessors work closely with practice assessors to ensure they've a good understanding of the proficiencies and programme outcomes the student is aiming to achieve. Tripartite meetings are undertaken and clear guidance is given to practice assessors in supporting struggling students. Academic assessors collate and confirm student achievement of the SPSCPHN and programme outcomes.

The programme team provide upskilling in the form of quarterly practice supervisor and practice assessor meetings as well as any sessions requested by the PLP. Guidance and further support are provided in the programme and practice handbooks. Practice assessors and practice supervisors tell us they feel well supported by the programme team.

- 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. Documentation confirms the programme requirements are shared with students and PLPs at the start of the programme. There's a two-week induction to allow students and staff to understand their roles and the requirements of the programme. Students are allocated a practice supervisor and a practice assessor with the necessary qualifications and experience in the field of HV or SN. A collaborative approach and process involving practice supervisors, practice

assessors and academic assessors is clearly defined in documentation and understood by all stakeholders. This is confirmed at the visit by PLPs, the programme team and students.

Regular tripartite meetings provide a platform for the identification of strengths, areas for future development and self-reflection. Senior representatives from PLPs describe communication between PLPs and BNU as excellent and confirm there's a clear emphasis that students in practice are there to learn. Practice supervisors and practice assessors tell us they're well supported and have sufficient protected time to spend with their students. The PAD provides an ongoing record of achievement and evidence of achievement of the SPSCPHN and completed practice hours.

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

- Processes are in place to ensure practice supervisors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals (R4.4.1) or
YES NO N/A
- Processes are in place to ensure practice supervisors can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students (R4.4.2)
YES NO N/A
- Processes are in place to ensure practice and academic assessors have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ (R4.5.1) or
YES NO N/A
- Processes are in place to ensure practice and academic assessors can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ (R4.5.2)
YES NO N/A

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

- Processes are in place to ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking (R4.6)
MET NOT MET

R4.6 is met. Following admission to the programme, all students are assigned a practice supervisor and practice assessor who's an experienced SCPHN in the student's field of practice. PLPs sign a declaration which stipulates that all students are allocated a suitably qualified practice supervisor and practice assessor who meets the SSSA requirements and actively supports their learning and development.

Documentation and the approval visit confirm that practice supervisors and practice assessors undertake a period of preceptorship as a SCPHN in line with the NMC principles for preceptorship. It's also clear that the nominated practice assessor doesn't simultaneously act in the role of practice supervisor for the same SCPHN student.

- 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. Documentary evidence confirms there's a reporting process and flowchart of actions in place if the same person is required to fulfil the role of practice supervisor and practice assessor. If exceptional circumstances are identified that require this scenario, the programme lead initiates a professional discussion with the student and PLP. A referral is made to the associate professor of education, quality assurance and enhancement for consideration and oversight.

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 qualification 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 qualification 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: 10 May 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 prescribing qualification isn't included in the proposed programme.

<ul style="list-style-type: none"> 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) <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p>	
<p>A prescribing qualification isn't included in the proposed programme.</p> <p>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</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>There's no fall back exit award with registration as a SCPHN.</p>	
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to the qualification to be awarded are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>	
<p>Outcome</p>	
<p>Is the standard met?</p>	<p>MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>
<p>Date: 10 May 2024</p>	
<p>Post event review</p>	
<p>Identify how the condition(s) is met:</p> <p>N/A</p>	
<p>Date condition(s) met:</p> <p>N/A</p>	
<p>Revised outcome after condition(s) met:</p> <p>N/A</p>	<p>MET <input type="checkbox"/> NOT MET <input type="checkbox"/></p>

Section four

Sources of evidence

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: A SCPHN 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: One x HV and one x SN, September 2023 cohort (current students) One x HV, February 2023 cohort One x HV, September 2022 cohort Two x SN, February 2022 cohort One x HV, February 2021 cohort		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: A SCPHN 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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: Buckinghamshire Healthcare NHS Trust, Care Quality Commission (CQC) inspection report, 4 July 2022 Cygnet Hospital Harrow, CQC inspection report, 18 October 2023 Milton Keynes University Hospital, CQC inspection report, 5 July 2023 The Hillingdon Hospital, CQC inspection report, 18 January 2023		
If you stated no above, please provide the reason and mitigation: BNU is an established AEI and there's no requirement to visit facilities.		
Additional comments: None identified.		

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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):	Kathryn Price Philip Stephenson	Date:	20 May 2024
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Submitted by:	Mubaraq Sanusi	Date:	4 July 2024
Approved by:	Natasha Thompson	Date:	4 July 2024