Programme approval report

Section one

Programme provider name:	London South Bank University
Programmes reviewed:	**Specialist practice qualification:** Community children's nursing ☐ Community children's nursing with integrated independent and supplementary prescribing (V300) ☐ Community learning disabilities nursing ☐ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) ☐ Community mental health nursing ☐ Community mental health nursing with integrated independent and supplementary prescribing (V300) ☐ District nursing ☒ District nursing with integrated independent and supplementary prescribing (V300) ☒ General practice nursing ☐ General practice nursing with integrated independent and supplementary prescribing (V300) ☐ Health and social care nursing ☐ Health and social care nursing with integrated independent and supplementary prescribing (V300) ☐

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	Community nurse specialist practice (NMC 2022) apprenticeship:
	Community children's nursing apprenticeship ☐
	Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Community learning disabilities nursing apprenticeship ☐
	Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Community mental health nursing apprenticeship ☐
	Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	District nursing apprenticeship ☐
	District nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	General practice nursing apprenticeship ☐
	General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐
	Health and social care nursing apprenticeship ☐
	Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship ☐

Title of programme(s):	Postgraduate diploma Specialist Practice Qualification District Nursing
Academic levels:	
SPQ Community children's nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community learning disabilities nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ District nursing	England, Wales, Northern Ireland ☒ Level 7

	SCQF ☐ Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☒ Level 7 SCQF ☐ Level 11
SPQ General practice nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community children's nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11

SPQ Community learning disabilities nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ District nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ General practice nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF

	☐ Level 11
SPQ Health and social care nursing apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
Date of approval visit:	29 April 2024
Programme start date:	
SPQ Community children's nursing	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community learning disabilities nursing	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community mental health nursing	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	
SPQ District nursing	16 September 2024
SPQ District nursing with integrated independent and supplementary prescribing (V300)	16 September 2024
SPQ General practice nursing	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	
SPQ Health and social care nursing	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community children's nursing apprenticeship	

SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community learning disabilities nursing apprenticeship	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community mental health nursing apprenticeship	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ District nursing apprenticeship	
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ General practice nursing apprenticeship	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Health and social care nursing apprenticeship	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Heather Bain Lay Visitor: Mary Rooke

Summary of review and findings
London South Bank University (LSBU) is a Nursing and Midwifery Council (NMC) approved education institution (AEI). The school of health and social care (the school) present for NMC approval a community specialist practice qualification (SPQ) programme in the field of district nursing (DN) with an option of integrated independent and supplementary prescribing (V300). The proposed programme is a full-time 120-credit academic level seven postgraduate diploma (PgDip). It's delivered over one year (52 weeks) with a minimum of 45 programmed weeks incorporating opportunities for both theoretical and practice learning, together with periods of annual and study leave. Students may complete the proposed programme with or without the integrated V300. To achieve the academic award, students must successfully complete two 20-credit and one 40-credit core modules and then either of the optional 40 credit modules: 'non-medical prescribing/prescribing for clinical practice (V300)' module or 'quality improvement for public health practice and service delivery' module. The proposed intake is 40 students. The programme is delivered at the Southwark campus. There's no intermediate exit award for this programme. Students who don't successfully complete the full programme are given a transcript of their studies and marks awarded. The proposed programme is designed to meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023), the Standards of proficiency for community SPQs (SPCNSPQ) (NMC, 2022), the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023) and the Standards for prescribing programmes (SPP) (NMC 2018, updated 2023) for the integrated V300. There's mapping that aligns the NMC SPQ programme and module learning outcomes to the SPRP and the SPCNSPQ. LSBU have adopted the Association of District Nurse Educators (ADNE) SPQ practice assessment document (PAD) and there's evidence of mapping to the proficiencies in the PAD. Students receive protected learning time whilst undertaking practice learning experiences, and the team, PLPs and most students confirm this at the visit. Recognition of prior learning is available for this programme and processes and procedures meet NMC and university requirements. Documentary evidence, online information given to prospective students and discussion at the approval visit demonstrate that the proposed programme is co-

produced with all relevant stakeholders including practice learning partners (PLPs), students and people who use services and their carers (PUSCs).

There's a LSBU equality, diversity and inclusion (EDI) strategy 2021-2025. At the visit the senior team tell us that a professor is appointed to lead on equality and diversity issues and chair the EDI committee within the school. In addition, to support LSBU's Athena Swan application for 2025 each school has an Athena Swan lead appointed in November 2023. There's also EDI representation on promotion panels. The team tell us that their diverse staff population reflect the makeup of the student body.

Documentary evidence describes governance frameworks in place between LSBU and PLPs, to ensure that both theory and practice learning environments are monitored and supported to enable students to successfully achieve all required outcomes and competencies.

There are escalation of concerns policies and required joint action planning for students failing to achieve in practice. The programme team, PLPs and students tell us of their understanding of these processes. There's confirmation of exceptional reporting processes to the NMC where there are risks to the safety and quality of student learning, including relevant outcomes from external regulator reports. Recruitment is underway for a new external examiner to be appointed for the start of the programme in September.

The programme team collaborate with PLPs to undertake biennial education audits to ensure they continue to provide safe education environments to support student learning. Audits, together with relevant action plans, are stored by PLPs and are accessible to all stakeholders.

Arrangements at programme level don't meet the SFNME, the SSSA and the SPRP as conditions apply.

The approval visit is undertaken remotely.

The programme is recommended for approval subject to three NMC conditions and two university conditions. Three NMC recommendations and one university recommendation are made.

Updated 11 June 2024:

LSBU confirm that the university conditions are met. The NMC conditions are met. The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:	Programme is recommended to the NMC for approval ☐

Programme is recommended for approval subject to specific conditions being met ☒

Recommended to refuse approval of the programme ☐ |
| **Conditions:** | **Effective partnership working: collaboration, culture, communication and resources:**

None identified.

Selection, admission and progression:

Condition one: Make explicit how the governance arrangements are directly and appropriately applied to applicants including self-employed or non-NHS employed registrants on application to the programme, and that learning in practice is comparable for all students. (SFNME R2.3; SPRP R1.4, R1.5, R3.1)

Practice learning:

Condition two: Provide documentary evidence to ensure that the allocation of practice learning is distributed consistently throughout the programme and is assessed summatively. (SFNME R5.6; SSSA R1.2; SPRP R2.8, R3.4)

Condition three: Provide documentary evidence to ensure students are provided with timely and accurate information related to practice learning, including contextualising of the PAD and how protected learning time is achieved in practice. (SFNME R3.2; SPRP R2.1.2)

Assessment, fitness for practice and award:

None identified. |

	Education governance: management and quality assurance: Condition four: Make all amendments to the course specification as identified in the notes of the visit. (University condition) Condition five: Make all amendments to the module descriptors as identified in the notes of the visit. (University condition)
Date condition(s) to be met:	28 May 2024
Recommendations to enhance the programme delivery:	Recommendation one: The programme team should consider enhancing engagement of PUSCs with the programme co-production, delivery and evaluation. (SFNME R1.12) Recommendation two: In partnership with the PLPs, the programme team should consider how PUSCs can be further involved in the recruitment process. (SFNME R2.7) Recommendation three: The programme team may consider providing more accurate recording of the names and designations of attendees at curriculum development and programme meetings to enhance evidence of co-production. (SFNME R1.12) Recommendation four: Allow for greater involvement of the practice assessors in the assessment/presentations such as giving opportunities for practice assessors to attend and see the output from students. (University recommendation)
Focused areas for future monitoring:	Review student perception of protected learning time for students when on placement. Monitor ongoing full engagement with PUSCs.

Programme is recommended for approval subject to specific conditions being met
Commentary post review of evidence against conditions:

LSBU provide an application process including a flow chart guidance document for self-employed and self-funded applicants to the programme that demonstrates LSBU work in partnership with PLPs to ensure there's a clear governance structure to support applicants who are self-employed or self-funded. There's confirmation that an honorary contract and NHS indemnity will be included to support practice learning. The programme specification is revised to make explicit the requirements for self-employed and self-funding applicants. Condition one is met.

LSBU provide a revised programme schedule to demonstrate that practice learning is consistently distributed throughout the programme. The module descriptor leading and managing professional practice is updated to demonstrate that the PAD is summatively assessed. Condition two is met.

LSBU present a contextual document to ensure students are provided with timely and accurate information related to practice learning, including contextualising of the PAD and how protected learning time is achieved in practice. This document defines protected learning time and outlines how it is achieved in the practice environment. LSBU has provided additional student guidance for the virtual learning environment on protected learning time and how to raise concerns about the provisions of insufficient protected learning time should the need arise. Condition three is met.

LSBU confirm that the university conditions (condition four and condition five) are met.

AEI Observations	Observations have been made by the education institution YES ☐ NO ☒
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval ☒ Recommended to refuse approval of the programme ☐
Date condition(s) met:	11 June 2024

Section three

NMC Programme standards

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

Partnerships

The AEI works in partnership with their practice learning partners, people who use services, students and all other stakeholders.

Please refer to the following NMC standards reference points for this section:

Standards framework for nursing and midwifery education (NMC 2018, updated 2023)

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

Standard 2: Educational governance and quality:
S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders
R2.4 comply with NMC *Standards for student supervision and assessment*
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

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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 <u>evaluative summary</u> 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 states that the school is committed to partnership working with stakeholders in the development, delivery and evaluation of the programme at both strategic and operational levels. There's evidence of consultation with PLPs and student representatives. PLPs we meet at the visit confirm their involvement in programme development and ongoing monitoring and evaluation. Students tell us that elements in the new programme reflect feedback that previous cohorts have given to the programme team. Practice assessors and practice supervisors tell us they also welcome ongoing involvement in curriculum development and programme delivery.

PUSCs participate in programme development and ongoing provision as members of the people's academy. They have access to a dedicated administrator to arrange opportunities to participate which match their skill and experience. The programme team also have links with Encore, a theatre group who use drama to enhance student learning. Whilst there is limited documentary evidence of

involvement in co-production, we meet PUSCs who tell us they've been involved in co-production of the SPQ DN programme, attending meetings to discuss curriculum development and participating in both teaching and assessment of the current programme. In some documentary evidence the notes of the meetings tell us who the individuals in attendance are and the programme team may consider providing more accurate recording of the names and designations of attendees at curriculum development and programme meetings to enhance evidence of co-production and programme evaluation. (Recommendation three)

PUSCs tell us that they feel valued and well supported by LSBU and would welcome further opportunities to be involved. (Recommendation one)

PUSCs involved in the V300 programme cocreate and deliver a classroom session. PLPs tell us that PUSCs contribute to the scenarios and question banks used at prospective student interviews. PUSCs we speak to tell us they would welcome further involvement in the interview process, and PLPs tell us they would welcome further involvement of PUSCs. (Recommendation two)

The programme team, senior school managers and PLP trust leads tell us they meet on four occasions per year to discuss collaborative issues related to course and placement management, and maintain close links through their commissioning and recruitment processes. The team maintain close links with their PLPs through the appointment of an academic contact, a link lecturer, who visits their practice area monthly.

The programme team work with PLPs to develop a process to enable students to raise and escalate concerns. This is explained to students during induction and copies of policy and process are available on the programme virtual learning environment (VLE). Students, practice supervisors and practice assessors tell us of their understanding of the process. All members of the university and practice teams confirm that they work to the processes agreed to ensure consistency and enable issues to be addressed effectively and efficiently.

Strategic meetings also take place in reference to Care Quality Commission (CQC), the Office for Standards in Education, Children's Services and Skills (Ofsted) or other regulator reports. A nominated individual in each trust or other placement provider liaises through the link lecturers and academic lead for practice placements to report on the headline outcomes of these reports, and LSBU maintain a database to record outcomes. Adverse issues which may affect student learning generate a joint LSBU/PLP action plan which is regularly reviewed during scheduled joint meetings. This requires careful management if students have an employment contract with the trust in question. A report is also made to the NMC through the exceptional reporting process.

The senior team tell us that a professor is appointed to lead on equality and diversity issues and chair the EDI committee within the school. In addition, to support LSBU's Athena Swan application for 2025 each school has an Athena

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nursing associate education.

Swan lead appointed in November 2023. There's also EDI representation on promotion panels. The team tell us that their diverse staff population reflect the makeup of the student body.

There's documentary evidence of partnership working in the assessment of practice learning. It's noted that the ADNE SPQ PAD has been adopted and there's representation from LSBU in the working group to develop this. Steinaker and Bell's experiential taxonomy is embedded in the PAD at the request of practice supervisors and practice assessors. The PAD document evidences the involvement of PUSCs and students in the feedback processes.

The programme has been developed in collaboration with PLPs, with simulation activities and technology embedded throughout. There are extensive facilities available within the simulation suite at Southwark campus. These include a domestic space, audio visual facilities and Oxford Medical Simulation, a computer based virtual environment.

There's some documentary evidence of inter-professional learning (IPL) being applied within the programme, particularly within the V300. Opportunities for IPL for students within the practice learning setting is evidenced within the PAD documentation. PLPs and students give us examples of IPL at the visit.

There's evidence that students receive feedback from their practice supervisors and practice assessors at specific stages as identified within the PAD. Students tell us that the assessment and feedback process considers their individual learning needs, including reasonable adjustments and support needs.

The SSSA is implemented for all students on the SPQ DN programme at LSBU. The programme team, students and PLPs confirm this at the visit.

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 practice programme.
 	
                 Optional ☒   **Compulsory** ☐   **N/A** ☐
 	
The V300 is an optional route of the programme of the DN SPQ.
 	
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:
 	
5 September 2019

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)

N/A ☒

A SCPHN programme isn't proposed.

- 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)

YES ☒   **NO** ☐   **N/A** ☐

- 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)

N/A ☒

A SCPHN programme isn't proposed.

- 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)

YES ☐   **NO** ☒   **N/A** ☐

R1.4 is not met. Documentary evidence and discussions at the visit with the programme team and PLPs details the process for NHS and non-NHS registered nurses, including those who are self-funding, to secure a place on the programme with LSBU and a PLP. All potential candidates can apply for a place on the SPQ programmes through the NHS job website.

The programme team tell us that the trusts will decide on the provision of opportunities for self-funding applicants wishing to complete the programme. They also tell us in this case it is the responsibility of the applicant to liaise with the person leading recruitment from the trust. However, the PLPs weren't clear of the process they'd undertake to enable and support application and selection from self-funded applicants. LSBU needs to work in partnership with PLPs to ensure there's a clear selection process that enables opportunities for eligible NMC registered nurses who are self-employed or self-funded to access the programme. (Condition one)

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

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

<div align="right">

MET ☐   NOT MET ☒
</div>

R1.5 is not met. Documentary evidence and discussions at the visit confirm there's a governance structure to provide strategic and operational oversight of the quality of learning in practice. This assures adequate placement capacity for the number of successful applicants and assurance that the SSSA is met.

There are memorandums of agreement focussing on pre-registration students in place with PLPs which confirm that all requirements are met by PLPs. The DN SPQ has an additional agreement with the PLPs and LSBU outlining protected learning time. The selection process for all applicants includes the PLPs confirming that suitable qualified practice supervisors and practice assessors are identified.

There's an established governance structure to support applications from NHS and non-NHS students with commissioned places. Documentary evidence details the process self-employed applicants must undertake in terms of securing a properly constituted placement before applying to the programme. Self-employed applicants wishing to self-fund will be required to provide written confirmation that a placement, practice assessor and practice supervisor will be available for the duration of the programme. This includes contingency planning for resubmissions of assessment, delay in programme completion due to unforeseen circumstances (including sickness and absence) or change in circumstances for the practice assessor and practice supervisor.

At the visit PLPs tell us that the governance arrangements wouldn't change for self-employed or self-funded applicants, but were unclear of the contractual arrangements they'd need to put in place to support practice learning for these

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nursing associate education.

applicants. Discussions with the programme team and PLPs at the visit don't provide assurance that the governance arrangements for applicants who are self-funded or self-employed are fully understood and implemented by all stakeholders. LSBU and PLPs need to work in partnership to ensure there's a clear governance structure to support applicants who are self-employed or self-funded. (Condition one)

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)

N/A ☒

A SCPHN programme isn't proposed.

- 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)

YES ☒ **NO** ☐ **N/A** ☐

- 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** ☐

- 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** ☐

Proposed transfer of current students to the programme under review

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

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Documentary evidence states that students completing the course during academic year 2023/24 will complete before the start of the new programme in September 2024. Any students interrupting study on the current programme, have done so before submitting any assignments early in semester one. These students are required to re-start the new programme.

Any student unable to complete the 2023/24 current programme as scheduled will be supported to do so through extending their period of study. For example, if a student needs to retake an academic module on the current programme, they will be eligible to do so. If a student is required to extend placement to successfully complete practice learning, arrangements will be put in place in collaboration with the relevant practice partner.

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.

SSSA was implemented in LSBU in 2020, therefore no students will be transferring to the SSSA.

Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to selection, admission and progression are met

YES ☐   NO ☒

Some documentary evidence details the process self-employed and self-funded applicants must undertake in terms of securing a properly constituted placement before applying to the programme. However, discussion with the programme team and PLPs at the approval visit does not provide assurance that the governance arrangements for applicants who are self-employed or self-funded are fully understood and implemented by all stakeholders, in terms of both initial application to the programme and ongoing support and achievement of practice placement learning. (Condition one)

Outcome

Is the standard met?   MET ☐   NOT MET ☒

Some documentary evidence details the process self-employed and self-funded applicants must undertake in terms of securing a properly constituted placement before applying to the programme. However, discussion with the programme team and PLPs at the approval visit does not provide assurance that the governance arrangements for applicants who are self-employed or self-funded are fully understood and implemented by all stakeholders, in terms of both initial application

to the programme and ongoing support and achievement of practice placement learning.
Condition one: Make explicit how the governance arrangements are directly and appropriately applied to applicants including self-employed or non-NHS employed registrants on application to the programme, and that learning in practice is comparable for all students. (SFNME R2.3; SPRP R1.4, R1.5, R3.1)
Date: 29 April 2024

Post event review
Identify how the condition(s) is met: Condition one: LSBU provide an application process including a flow chart guidance document for self-employed and self-funded applicants to the programme that demonstrates LSBU work in partnership with PLPs to ensure there's a clear governance structure to support applicants who are self-employed or self-funded. There's confirmation that an honorary contract and NHS indemnity will be included to support practice learning. The programme specification is revised to make explicit the requirements for self-employed and self-funding applicants. Condition one is met. Evidence: LSBU application process flow chart for self-employed and self-funded applicants to the PGDip SPQ DN, undated Bromley Healthcare honorary contract template, undated Course specification, undated
Date condition(s) met: 11 June 2024
Revised outcome after condition(s) met: MET ☒   NOT MET ☐

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

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nursing associate education.

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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)
  N/A ☒

A SCPHN programme isn't proposed.

- 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)

YES ☐   **NO** ☒   **N/A** ☐

R2.1.2 is not met. There's a course guide available to students, practice supervisors and practice assessors that outlines the programme and provides most of the core information but no contextual information around the PAD document. There's reference to supernumerary within it rather than protected learning time. There's some confusion expressed by students as to what constitutes protected learning time in placement. There's no evidence included within a student facing document that contextualises the ADNE SPQ PAD to this

programme and defines protected learning time. PLPs give us clear indications of how protected learning time is applied in practice and how they support students to achieve all their required learning. Practice supervisors and practice assessors tell us how they support protected learning time for the students. There are signed practice learning agreements between LSBU and the PLPs outlining protected learning time. The programme team are required to ensure that students fully understand protected learning time and how this is achieved in practice. (Condition three)

- 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** ☐

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)

  N/A ☒

A SCPHN programme isn't proposed.

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

  N/A ☒

A SCPHN programme 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)

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☐   **NO** ☒   **N/A** ☐

A community nursing SPQ in health and social care isn't proposed.

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

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- 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)

N/A ☒

A SCPHN programme isn't proposed.

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

N/A ☒

A SCPHN programme 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)

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.

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)

N/A ☒

A SCPHN programme isn't proposed.

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

N/A ☒

A SCPHN programme 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)

MET ☒   **NOT MET** ☐

R2.6.3 is met. Documentary evidence and discussions at the visit confirm there's general and professional content necessary to achieve SPCNSPQ in the context of DN. The programme consists of two 20-credit core modules, one 40-credit core module that addresses most of the DN content and then either the 40-credit V300 or the 40-credit quality improvement for public health and practice and service delivery module. LSBU provide a mapping document illustrating how the content meets the SPCNSPQ, SPRP, SPP and the RPS competencies in the options with integrated V300.

PLPs tell us about their involvement in the development of the programme and are supportive of having an option for the V300 based on feedback from previous students recognising the intensity of the programme.

Practice learning opportunities ensure that students can consolidate learning that's applied to DN practice. LSBU have adopted the ADNE SPQ PAD which addresses SPCNSPQ.

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)

N/A ☒

A SCPHN programme isn't proposed.

- 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)

MET ☒   **NOT MET** ☐

R2.7 is met. Module specifications detail the content and assessment necessary to meet the module learning outcomes for SPQ DN practice. Modules are mapped to demonstrate the achievement of programme outcomes.

- 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 not met. Documentary evidence and the visit confirm that the curriculum provides a balance of theory and practice learning using a range of learning and teaching strategies. The learning and teaching strategies include a range of face-to-face tutorials, group work, enquiry-based learning, workshops, practical activities and virtual learning activities. Assessment methods vary across the modules. The design of the programme enables assimilation of new knowledge alongside practice-based learning within DN, and to meet the SPCNSPQ and RPS competencies for those that choose to undertake V300 prescribing.

Students tell us they are happy with the delivery of the programme and the academic staff are responsive to their learning requirements. The programme team tell us students can learn with other professionals when undertaking the research in health and social care module and the V300. IPL is also promoted in practice and recorded in the PAD. Students tell us they value their alternative practice and learning from other professionals.

Practice learning runs throughout the programme with some blocks and a final period of practice to consolidate the learning. The practice supervisors, practice assessors and students have contributed to the decision to have blocks of theory and practice within the programme. They tell us this provides an opportunity for them to build relationships to maximise learning opportunities.

There's a programme schedule that indicates the days allocated to university-based teaching and days allocated to practice learning throughout the programme. Practice learning is identified in the modules 'clinical assessment consultation and communication skills for leading professional person-centred care', 'leading and managing professional practice' and the two options modules. The module descriptors don't all correlate to the programme schedule in relation to practice learning hours. Differences are noted if students undertake the V300 option to those that undertake the alternative option. There's no summative assessment of the PAD in the module descriptors. The programme team are required to review documentation to ensure practice learning is consistently represented and is summatively assessed. (Condition two)

- 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. Documentary evidence and the visit confirm that technology-enhanced and simulated learning is used effectively and proportionately across the curriculum to support learning and assessment. There's a dedicated clinical skills and simulation technical support team and a full-time associate professor for skills and simulation in post. The school are mid-point in a three-year Office for Students funded project to further develop clinical skills and simulation facilities. There's a

VLE site for clinical skills and simulation offering a wide range of learning resources and advice. Students tell us they value simulation.

The LSBU VLE, Moodle, provides a platform for sharing resources, communicating effectively with students and supporting assessments. Guides on how to use Moodle are available to both staff and students. In addition, the digital skills centre offers a range of training from essential information technology skills to support with specialist software. The students tell us the VLE is used to host their learning resources including documents relating to practice learning.

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** ☒

There's some confusion expressed by students as to what constitutes protected learning time in placement. There's no evidence included within a student facing document that contextualises the ADNE SPQ PAD to this programme and defines protected learning time. PLPs give us clear indications of how protected learning time is applied in practice and how they support students to achieve all their required learning. Practice supervisors and practice assessors tell us how they support protected learning time for the students. There are signed practice learning agreements between LSBU and the PLPs outlining protected learning time. The programme team are required to ensure that students fully understand protected learning time and how this is achieved in practice. (Condition three)

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

  YES ☐   **NO** ☒

The module descriptors don't all correlate to the programme schedule in relation to practice learning hours and distribution. Differences are also noted which aren't reflected in the programme schedule if students undertake the V300 option to those that undertake the alternative option. It's also noted that summative assessment of the PAD isn't recorded in any module descriptor. The programme team are required to review documentation to ensure practice learning is consistently represented and is summatively assessed. (Condition two)

Outcome

Is the standard met? MET ☐ NOT MET ☒

The module descriptors don't all correlate to the programme schedule in relation to practice learning hours and distribution. Differences are also noted which aren't reflected in the programme schedule if students undertake the V300 option to those that undertake the alternative option. It's also noted that summative assessment of the PAD isn't recorded in any module descriptor. The programme team are required to review documentation to ensure practice learning is consistently represented and is summatively assessed.

Condition two: Provide documentary evidence to ensure that the allocation of practice learning is distributed consistently throughout the programme and is assessed summatively. (SFNME R5.6; SSSA R1.2; SPRP R2.8, R3.4)

There's some confusion expressed by students as to what constitutes protected learning time in placement. There's no evidence included within a student facing document that contextualises the ADNE SPQ PAD to this programme and defines protected learning time. PLPs give us clear indications of how protected learning time is applied in practice and how they support students to achieve all their required learning. Practice supervisors and practice assessors tell us how they support protected learning time for the students. There are signed practice learning agreements between LSBU and the PLPs outlining protected learning time. The programme team are required to ensure that students fully understand protected learning time and how this is achieved in practice.

Condition three: Provide documentary evidence to ensure students are provided with timely and accurate information related to practice learning, including contextualising of the PAD and how protected learning time is achieved in practice. (SFNME R3.2; SPRP R2.1.2)

Date: 29 April 2024

Post event review

Identify how the condition(s) is met:

Condition two: LSBU provide a revised programme schedule to demonstrate that practice learning is consistently distributed throughout the programme. The

module descriptor leading and managing professional practice is updated to demonstrate the PAD is summatively assessed.

Condition two is met.

Evidence:
Revised programme schedule, undated
Revised leading and managing professional practice module descriptor, undated

Condition three: LSBU present a contextual document to ensure students are provided with timely and accurate information related to practice learning, including contextualising of the PAD and how protected learning time is achieved in practice. This document defines protected learning time and outlines how it is achieved in the practice environment. LSBU has provided additional student guidance for the VLE on protected learning time and how to raise concerns about the provisions of insufficient protected learning time should the need arise.

Condition three is met.

Evidence:
Revised course guide, undated
LSBU PAD context document, undated
LSBU student guidance on protected learning time, undated

Date condition(s) met: 11 June 2024

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

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

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

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

MET ☐   NOT MET ☒

R3.1 is not met. Documentary evidence and the programme team at the visit tell us that LSBU have existing and effective arrangements and governance in place to support practice learning which includes self-funded and self-employed students. The PLPs tell us the governance arrangements wouldn't change for self-employed or self-funded applicants but are unclear of the contractual arrangements they'd need to put in place to ensure governance for these students. Discussions with the programme team and PLPs at the visit doesn't provide assurance that the governance arrangements for students who are self-funded or

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self-employed are fully understood and implemented by all stakeholders. LSBU
and PLPs need to work in partnership to ensure there's a clear governance
structure to support applicants who are self-employed or self-funded. (Condition
one)

There's a governance structure to provide strategic and operational oversight of
the quality of learning in practice. PLPs, practice supervisors and practice
assessors confirm there is effective communication with LSBU with regular
meetings and email communication. Processes are in place to manage placement
capacity, the setting up of new placements, managing CQC and Ofsted reports
and risk management of placements.

The programme team and PLPs tell us how they collaborate to undertake biennial
education audits to ensure continuing safe practice learning environments to
support student learning. The process includes risk assessment and action
planning where the educational environment may be at risk. Audits, together with
relevant action plans, are stored by PLPs and are accessible to all stakeholders.

- 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 states that all students are allocated a
personal tutor and academic assessor from the programme team and are
encouraged to raise any concerns they may have during placement learning. The
team and students confirm these arrangements. Students are allocated a practice
assessor and practice supervisor who are prepared for the role. Students
undertaking the V300 routes have an additional practice assessor who's a
registered and experienced prescriber with suitable equivalent qualifications for the
programme the student is undertaking. Students, PLPs and the programme team
tell us of regular meetings to discuss progress of the placement, learning
opportunities and learning achievements. Details of these meetings are
documented in the PAD.

Documentary evidence confirms the preparation of practice supervisors, practice
assessors and academic assessors, and the provision of updates. Practice
supervisors and practice assessors confirm they're prepared for their roles. The
programme team tell us that they're prepared for and supported in the academic
assessor role. Practice supervisors and practice assessors tell us they're well
supported by LSBU and their employers to ensure the students are supported in
practice and that they've time to undertake their role. They can contact LSBU at
any time and request a scheduled or adhoc meeting for support.

PLPs tell us if the student has been employed within the trust prior to commencing
the programme they aim to place them in an alternative environment to maintain

their student status and protect learning. The practice supervisors and practice assessors confirm it's better for the student's learning if they're not in a base where they've worked as a staff nurse.

Students tell us of the value of the induction to the programme which includes quizzes and preparation for practice. Students tell us they're aware of the process for raising concerns in practice and are told this in induction.

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)

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

N/A ☒

A SCPHN programme 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)

MET ☒　　**NOT MET** ☐　　**N/A** ☐

R3.3.3 is met. LSBU have adopted the ADNE SPQ PAD and there's evidence of mapping to the proficiencies in the PAD. Students have a primary practice learning environment and the opportunity to engage in a variety of alternative learning experiences with services such as social work. These experiences are all documented in the PAD and the PAD is used to gain feedback from PUSCs to support the student's learning.

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

MET ☐　　**NOT MET** ☐　　**N/A** ☒

A community nursing SPQ in health and social care 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)

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YES ☐   NO ⊠

R3.4 is not met. LSBU have adopted the ADNE SPQ PAD and there's evidence of mapping to the proficiencies in the PAD. There's reference to parts of the programme and information around formative and summative assessment and progress. The module descriptors don't all correlate to the programme schedule in relation to practice learning hours and distribution. It's also noted that summative assessment of the PAD isn't included in any module descriptor. The programme team are required to review documentation to ensure practice learning is consistently represented and is summatively assessed. (Condition two)

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

- There is evidence to demonstrate that the programme team takes account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities, and (R3.5)

MET ⊠   NOT MET ☐

R3.5 is met. Students benefit from the student welfare and life centre, academic tutors, library facilities, dyslexia and disability support, skills for learning and study skills provision and support from their respective employers. Free screening to identify students who may need extra support or reasonable adjustments in both university and practice is offered to all students. Students are supported by a personal tutor who will work with an employee trust to ensure that necessary reasonable adjustments can be accommodated. The disability team explain services available to students during induction.

Students tell us they agree needs for reasonable adjustments with their personal tutor and the faculty disability team. The university occupational health department is involved to assess any reasonable adjustments based on health needs. There's also scope within this process to action spiritual and cultural needs. Students are encouraged to record any reasonable adjustments and alert practice assessors and practice supervisors to them. Students are encouraged at both university and practice inductions to disclose their needs as soon as possible to ensure appropriate support.

Students share examples of where adjustments or processes have been put in place to support their learning. They tell us that whilst they may not have found the programme easy, they feel very well supported by both LSBU and practice.

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PLPs tell us about their understanding of this process and how they work in collaboration with the school and programme teams to ensure that students are supported appropriately.

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)

N/A ☒

A SCPHN programme isn't proposed.

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.6.2 is met. Documentary evidence indicates that students can achieve programme competencies through access to a variety of practice placements in partner organisations. There are practice learning experiences in the programme which are designed to facilitate students meeting a diverse range of people in practice and community settings. PLPs and the programme team confirm there are sufficiently varied and appropriate placement learning opportunities to enable students to achieve the required programme learning outcomes and proficiencies. Documentary evidence and discussion at the visit indicates that students can achieve their learning outcomes through access to a variety of practice placements in partner organisations. Practice learning experiences are designed to facilitate students meeting a diverse range of people in a variety of practice and community settings. Students tell us they obtain feedback from PUSCs in practice.

Documentation shows that students receive feedback from their practice assessor, practice supervisor and academic assessor at specific stages as identified within the PAD. The assessment and feedback process stated indicates that it will consider the student's individual learning needs including reasonable adjustments and support needs.

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

YES ☐   **NO** ☒

Discussions with the programme team and PLPs at the visit don't provide assurance that the governance arrangements for students who are self-funded or self-employed are fully understood and implemented by all stakeholders. LSBU and PLPs need to work in partnership to ensure there's a clear governance

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structure to support students who are self-employed or self-funded. (Condition one)

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

YES ☐   **NO** ☒

Documentary evidence including the module descriptors don't all correlate to the programme schedule in relation to practice learning hours and distribution. It is also noted that in no module descriptor is the PAD summatively assessed. (Condition two)

Outcome

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

Discussions with the programme team and PLPs at the visit don't provide assurance that the governance arrangements for students who are self-funded or self-employed are fully understood and implemented by all stakeholders. LSBU and PLPs need to work in partnership to ensure there's a clear governance structure to support students who are self-employed or self-funded.

Condition one: Make explicit how the governance arrangements are directly and appropriately applied to applicants including self-employed or non-NHS employed registrants on application to the programme, and that learning in practice is comparable for all students. (SFNME R2.3; SPRP R1.4, R1.5, R3.1)

Documentary evidence including the module descriptors don't all correlate to the programme schedule in relation to practice learning hours and distribution. It is also noted that in no module descriptor is the PAD summatively assessed.

Condition two: Provide documentary evidence to ensure that the allocation of practice learning is distributed consistently throughout the programme and is assessed summatively (SFNME R5.6; SSSA R1.2; SPRP R2.8, R3.4)

Date: 29 April 2024

Post event review

Identify how the condition(s) is met:

Condition one: LSBU provide an application process including a flow chart guidance document for self-employed and self-funded applicants to the programme that demonstrates that LSBU work in partnership with PLPs to ensure there's a clear governance structure to support applicants who are self-employed or self-funded. There's confirmation that an honorary contract and NHS indemnity will be included to support practice learning. The programme specification is

revised to make explicit the requirements for self-employed and self-funding applicants.

Condition one is met.

Evidence:
LSBU application process flow chart for self-employed and self-funded applicants to the PGDip SPQ DN, undated
Bromley Healthcare honorary contract template, undated
Course specification, undated

Condition two: The programme schedule has been amended to illustrate that practice learning is consistently distributed throughout the programme. The module descriptor leading and managing professional practice has been updated to demonstrate the PAD is summatively assessed.

Condition two is met.

Evidence:
Revised programme schedule, undated
Revised leading and managing professional practice module descriptor, undated

Date condition(s) met: 11 June 2024	
Revised outcome after condition(s) met:	**MET** ☒ **NOT MET** ☐

Standard 4: Supervision and assessment

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

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

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

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

R4.4 ensure practice supervisors:

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

R4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning

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opportunities for post-registration SCPHN or community nursing SPQ students

R4.5 ensure practice and academic assessors:

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

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

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

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

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

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

R4.7.2 SCPHN public health nurse,

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

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

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

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

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

R4.9.2 SCPHN public health nurse practice,

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

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

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

Standards for student supervision and assessment

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Findings against the standards and requirements

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

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

MET ☒   **NOT MET** ☐

R4.1 is met. Documentary evidence and discussion at the visit with the programme team, PLPs, students and PUSCs confirm that support, supervision, learning and assessment complies with the SFNME. The senior team tell us that there are sufficient resources to support the programme. A recently appointed district nurse takes up their post in a month's time, with a second district nurse appointment in place for the proposed September start date. The programme lead is a district nurse and health visitor, with a SPQ and SCPHN qualification recorded on the NMC register. A school nurse, with a SCPHN qualification recorded on the NMC register, leads the V300 prescribing programme. The proposed programme is developed in collaboration with PLPs, PUSCs and students. Programme documentation demonstrates that LSBU and PLPs have robust procedures and policies in place to show how support, supervision, learning opportunities and assessment comply with the SFNME.

Documentary evidence demonstrates that robust processes and policies are in place to ensure a partnership approach to support, supervision, learning and assessment. PLPs, tell us how they engage with the programme team to ensure that the requirements of the SFNME and the SSSA are implemented within the programme. The programme team and PLPs confirm that any concerns identified in practice learning environments are managed in partnership. Students confirm they're allocated a practice supervisor, practice assessor and academic assessor. Students who undertake the V300 may have a different practice assessor with the relevant prescribing programme for the V300 element of the programme. The SPQ PAD document is used to enable written communication between the two practice assessors if they're not located together.

Placement audits document any adverse issues or concerns raised through student feedback or professional, regulatory and statutory bodies which may affect student learning within placement opportunities. Action plans with associated timings and assignments are reviewed collaboratively during programme management team meetings. PLPs and the programme team confirm this during the visit.

An external examiner is currently being recruited for the programme.

Students tell us there are opportunities to feedback throughout the programme and their feedback is considered.

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

MET ☒   **NOT MET** ☐

R4.2 is met. Documentary evidence and discussion at the visit demonstrate that the school identifies suitably qualified staff within the programme teaching team to be academic assessors and suitably prepares them for this role.

Initial practice supervisor and practice assessor training is carried out in-house by PLPs to nominated individuals. The school provide five days throughout the year to update practice supervisors and practice assessors providing practice supervision and assessment to students on the programme. PLP senior leaders and practice supervisors and practice assessors tell us of the training they undertake and resources available to enable them to carry out their roles and confirm that, whilst it is challenging, there's enough practice assessors to support the programme.

- 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. Documentary evidence and discussion at the visit confirm that practice assessment and academic assessment comply with the SSSA. The PAD sets out the roles and responsibilities of the practice supervisor, practice assessor and academic assessor. All students are allocated a practice supervisor, practice assessor and academic assessor to support their learning and assessment in practice and confirm their progression. Practice learning environments also have a nominated person to further support students. Documentary evidence confirms that the SPCNSPQ and the RPS competency framework are mapped to programme learning outcomes and are assessed within the PAD. Placement agreements between LSBU and PLPs confirm that the SSSA are implemented, and resources are in place to support all students on the programme.

Practice assessors and academic assessors confirm their involvement in the final assessment and confirmation that the SPCNSPQ are met. This is recorded in the PAD.

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

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☒   **NO** ☐   **N/A** ☐

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

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

  MET ☒   **NOT MET** ☐

R4.6 is met. Documentary evidence and discussions at the visit confirm that SPQ and V300 practice assessor allocation is undertaken during the recruitment and selection process. PLPs tell us that students are assigned to practice assessors who are experienced registered community SPQ nurses working in the same field of nursing practice as students. A V300 practice assessor is assigned if the SPQ practice assessor doesn't have a V300 prescribing award. Communication between practice assessors is recorded in the PAD. PLPs confirm there's an adequate number of appropriately experienced practice assessors as identified in the practice agreement to support the intended number of students.

- 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 and discussions at the visit confirm that only in exceptional circumstances will the same person fulfil the role of practice supervisor and practice assessor. A flow chart clearly outlines the process. In such instances the practice educator facilitator and programme leader will meet to discuss the situation and will include the PLP manager. If a resolution cannot be reached an action plan will be developed. The programme team tell us this should only be a temporary measure and monitoring arrangements are in place.

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)

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

N/A ☒

A SCPHN programme 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

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☐ **NO** ☐ **N/A** ☒

A community nursing SPQ in health and social care 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

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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)

N/A ☒

A SCPHN programme isn't proposed.

- SCPHN public health nurse practice (R4.9.2)

N/A ☒

A SCPHN programme 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

YES ☒ **NO** ☐ **N/A** ☐

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

YES ☐ **NO** ☐ **N/A** ☒

A community nursing SPQ in health and social care 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: 29 April 2024	
Post event review	
Identify how the condition(s) is met: N/A	

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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** ☐

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- 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)

  N/A ☒

A SCPHN programme isn't proposed.

- 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)

  YES ☒   **NO** ☐   **N/A** ☐

- 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** ☐

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

  YES ☒   **NO** ☐   **N/A** ☐

Fall Back Award
If there is a fall back exit award with an SPQ annotation all NMC standards and proficiencies are met within the award

  YES ☐   **NO** ☐   **N/A** ☒

There's no fall back award that leads to NMC registration. There's no intermediate exit award for this programme; students who do not successfully complete the full programme are given a transcript of their studies and marks awarded.

Assurance is provided that Gateway 1: _Standards framework for nursing and midwifery education_ relevant to the qualification to be awarded are met

  YES ☒   **NO** ☐

Outcome		
Is the standard met?	MET ☒	NOT MET ☐
Date: 29 April 2024		
Post event review		
Identify how the condition(s) is met: N/A		
Date condition(s) met: N/A		
Revised outcome after condition(s) met: N/A	MET ☐	NOT MET ☐

Section four

Sources of evidence

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

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

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Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	☐	☒

If you stated no above, please provide the reason and mitigation:
The programme team do not provide a practice learning handbook and share the course guide with practice supervisors and practice assessors. The VLE contains additional information to students and the programme team email information to PLPs. The content was shared within the QA link. Condition three addresses this requirement. Condition two addresses the allocation of practice learning and assessment structure.
An apprenticeship route isn't proposed.

List additional documentation:
New placement development process, 2024
Use of CQC and Ofsted reports, January 2024
Risk management of placements for nursing and midwifery programmes, January 2024
Evaluation of the learning in practice and practice placement, undated
Practice partners protected learning time agreements, April 2024
Post visit documents to support the conditions are met:
Bromley Healthcare honorary contract template, undated
Course specification, undated
LSBU application process flow chart for self-employed and self-funded applicants to the PGDip SPQ DN, undated
LSBU certificate of validation approval, 4 June 2024
LSBU PAD context document, undated
LSBU student guidance on protected learning time, undated
Revised course guide, undated
Revised leading and managing professional practice module descriptor, undated
Revised programme schedule, undated

Additional comments:
None identified.

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	☒	☐

Senior managers from associated practice learning partners with responsibility for resources for the programme	☒	☐
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	☐	☒
Programme team/academic assessors	☒	☐
Practice leads/practice supervisors/practice assessors	☒	☐
Students	☒	☐
If yes, please identify cohort year/programme of study: five x year one including V300 two x year one including community practitioner nurse prescribing (V100)		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation: There's no apprenticeship route for approval.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	☐	☒
Library facilities	☐	☒
Technology enhanced learning/virtual learning environment	☐	☒
Educational audit tools/documentation	☐	☒
Practice learning environments	☐	☒
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: Barkantine Birth Centre, CQC inspection report, 17 January 2023 Bedfordshire Hospitals NHS Foundation Trust, CQC inspection report, 16 December 2022 Queen's Hospital, Romford, CQC inspection report, 22 December 2023 Royal London Hospital, CQC inspection report, 15 November 2022 St George's Hospital London, CQC inspection report, 17 August 2023 The Children's Trust, Tadworth, CQC inspection report, 24 May 2021		
If you stated no above, please provide the reason and mitigation:		

The visit is undertaken remotely. LSBU is an established AEI, resources checks are not required.

Additional comments:
None identified.

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Issue record			
Final Report			
Author(s):	Heather Bain Mary Rooke	Date:	8 May 2024
Checked by:	Patricia Hibberd	Date:	26 May 2024
Submitted by:	Amy Young	Date:	10 July 2024
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