Nursing & Midwifery Council

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

MOTT MACDONALD

Programme approval report

Section one

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

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

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

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

	SCQF ☐ Level 11
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN occupational health nurse apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland ☐ Level 7 SCQF ☐ Level 11
Date of approval visit:	4 December 2023
Programme start date:	
SCPHN health visiting	9 September 2024
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	9 September 2024
SCPHN school nurse with integrated independent and supplementary prescribing (V300)	
SCPHN occupational health nurse	9 September 2024

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

SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN public health nurse	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN health visiting apprenticeship	
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN school nurse apprenticeship	
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN occupational health nurse apprenticeship	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN public health nurse apprenticeship	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Patricia Hibberd (HV/SN) Registrant Visitor: Aileen Monkhouse (OHN) Lay Visitor: Sandra Stephenson

Summary of review and findings
Brunel University London (BUL) is an approved education institution (AEI) and an established provider of specialist community public health nursing (SCPHN). The nursing division of the college of health, medicine and life sciences (the college) is seeking approval of a SCPHN programme with fields in health visiting (HV), school nursing (SN) and occupational health nursing (OHN). The programme is presented for approval against the Standards framework for nursing and midwifery education (SFNME) (NMC 2018), Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023), Standards for post registration programmes (SPRP) (NMC 2022, updated 2023) and Standards of proficiency for SCPHN (SPSCPHN) (NMC, 2022). The visit is undertaken face-to-face. The proposed programme is a postgraduate diploma (PgDip), with full-time and part-time routes at academic level seven, commencing annually in September. The programme is delivered at BUL Uxbridge campus. Approximately 78 students on the programme study one of three fields of SCPHN practice. This comprises 23 full- and two part-time HV students, six full- and two part-time SN students and 30 full- and 15 part-time students in the OHN field. The programme leader is a current SCPHN SN registrant. They're supported by SCPHN HV registrants and an OHN registrant. There's a wider academic team supporting the delivery of specialist content. A BUL process is applied to the SCPHN programme to ensure that academic assessors meet the SSSA requirements. Senior leaders from BUL confirm that appropriate resources are in place to support growth in OHN student numbers and in HV and SN routes where needed. There's current recruitment for further OHN academic resource to fulfil the proposed growth in student numbers. Recruitment processes ensure that entry to the PgDip is open to current NMC registered nurses (level one) or midwives who demonstrate the capability to study at level seven. There are application routes for those who've secured a sponsored or commissioned place with an NHS or non-NHS employer. Self-employed or self-funding registrants can apply for the programme if there's an identified practice learning partner (PLP) to provide an appropriate practice placement including a SCPHN practice assessor and practice supervisor. All applicants are interviewed jointly by BUL and supporting PLPs. The programme employs a predominantly face-to-face learning strategy supported by digital resources. There's a balance of theoretical and practice learning. The full-time programme is 52 weeks and one day in length, the part-time programme is two years and two days in length. Students complete theory and practice

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

modules concurrently with a pro rata programme structure for the two-year part-time programme. Full-time students spend two days per week in university, two days in practice and have one study day. Part-time students spend one day in university per week, one day in practice and have half a study day. Students experience opportunity for both individual field specific learning and shared cross field learning. The programme provides opportunity for interprofessional learning (IPL) and simulation based learning.

Practice learning is undertaken in the chosen field of practice. There's an allocated placement within the field of practice with processes in place to assign practice supervisors and practice assessors who meet the SSSA and SPRP requirements. Field specific practice assessors support, monitor and assess student achievement of core and field specific SPSCPHN in HV, SN or OHN practice. The programme culminates in a period of up to 10 weeks continuous practice learning. Flexibility in the length of the final period of practice learning is designed to meet the individual needs of the students once they've achieved overall confirmation of SPSCPHN and a minimum of 45 scheduled programme weeks is met.

BUL propose a new pan-London SCPHN practice assessment document (PLSCPHN PAD) designed in collaboration with NHS England Workforce, Training and Education (NHSE WTE) and the pan-London group of AEIs delivering SCPHN programmes. The proposed PLSCPHN PAD is designed for HV, SN or OHN fields, recording all SCPHN core and field specific proficiencies as a field specific ongoing achievement record. BUL hold progress review meetings between the student, practice assessor and academic assessor at the end of each of the three learning periods to confirm summative assessment of each progression point. Action plans are undertaken where students require further support in practice learning. There's a requirement for practice assessors and academic assessors to confirm that all SPSCPHN are met and the PLSCPHN PAD includes final confirmation of the student's proficiency at the end of the programme. Context documentation details BUL's implementation of the PLSCPHN PAD in relation to its university regulations, programme structure and requirements. They provide guidance to students, practice supervisors and practice assessors regarding achievement in each learning period.

Documentation and the approval visit confirm a process of co-production and partnership working between BUL and a range of stakeholders informs the programme development. This includes PLPs, people who use services and carers (PUSCs) and students. BUL collect and monitor data to ensure there's active improvement in ensuring equality, diversity and inclusion (EDI) and there's a range of policies in place to develop this work further. Protected characteristics are monitored in programme recruitment but no differential attainment in the SCPHN programme is currently noted. BUL have processes in place to ensure that risks to public and student safety are identified and are exceptionally reported to the NMC where required.

nmc Nursing & Midwifery Council

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

M M MOTT MACDONALD

The Standard framework for nursing and midwifery education (SFNME), (NMC, 2018) isn't met at programme level as conditions apply.

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

The programme is recommended to the NMC for approval with one university condition, two joint university and NMC conditions, two NMC conditions for all fields and one NMC condition specific to the OHN field. There's one university recommendation.

Updated 7 February 2024:

Revised and additional programme documentary evidence is provided to meet the NMC conditions. The NMC conditions, including joint conditions are met.

BUL confirm that the university 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:** Condition four: Provide a strategy and an implementation plan to demonstrate how people who receive SCPHN HV, SN or OHN services are recruited to, prepared and involved in the co-production, design, delivery, assessment and evaluation of the programme. (SFNME R1.12, R5.5, R5.14) (NMC and university condition) **Selection, admission and progression:**

	Condition three: Provide revised programme documentation to demonstrate that the entry requirement for registered nurse (level one) is accurately included in the programme specification. (SPRP R1.1.1) **Practice learning:** Condition six: Provide revised programme documentation to demonstrate that learning experiences for the SPSCPHN sphere E.6 core outcome in the OHN field are tailored to the student's individual learning needs and achievement of that proficiency. (SPRP R3.3.1) **Assessment, fitness for practice and award:** Condition two: Provide revised programme documentation to demonstrate that the overall confirmation of the SPSCPHN relevant to their field occurs at the end of the final period of practice learning in the full and part time programme routes. (SPRP R4.9.1) (NMC and university condition) Condition five: Provide revised programme documentation to inform students that they've five years to register with the NMC from the successful completion of their programme and if they fail to do so they'll have to undertake additional education and training or gain experience as specified in NMC standards for the SCPHN award. (SPRP R5.2) **Education governance: management and quality assurance:** Condition one: Carefully review all programme documentation checking for errors and make corrections in line with feedback from the panel. (University condition)
Date condition(s) to be met:	8 February 2024
Recommendations to enhance the programme delivery:	Review the assessment strategy with particular attention to the number of assessments in each block, balancing of typed assessments across blocks

![NMC Nursing & Midwifery Council logo]

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

![Mott MacDonald logo]

	and whether the same learning outcomes could be achieved with less assessment burden. (University recommendation)
Focused areas for future monitoring:	The progression of the strategy and implementation plan for PUSCs in SCPHN HV, SN or OHN services. Consistency of PUSC involvement in recruitment of SCPHN students. The evaluation of tailored learning experiences for the SPSCPHN sphere E.6 core outcome in the OHN field to meet student's individual learning needs and achievement of that proficiency.

Programme is recommended for approval subject to specific conditions being met
Commentary post-review of evidence against conditions: Documented programme minutes confirm that the university condition is met. Condition one is met. The programme team submit revised module specifications, field specific PADs, practice learning handbook and a programme flow chart. These now demonstrate that overall confirmation that the student has achieved the SPSCPHN relevant to their field of practice takes place at the end of the final period of practice learning in full and part time programme routes. Confirmation is made by the practice assessor in communication with the academic assessor. BUL also confirm that the condition is met. Condition two is met. A revised programme specification and selection process demonstrates that the entry requirement for registered nurse (level one) is accurately included. This entry requirement is also confirmed in the selection process. Condition three is met. BUL present an updated strategy and additional context for the involvement of PUSCs in the SCPHN programme. This is managed by the patient and public involvement in education (PPIE) group who have oversight of involvement across programmes, enabling opportunities for IPL and cross programme involvement. The SCPHN programme is now included in the BUL strategy. A key aim is the recruitment of a diverse range of people. The SCPHN team are working with a

range of community groups to increase the involvement of people who use SCPHN services. BUL also confirm that the condition is met.

Condition four is met.

The programme team present a revised programme specification which informs students that they've five years to register with the NMC from the successful completion of their programme.

Condition five is met.

The programme team present evidence to confirm that SCPHN (OHN) students are provided with simulated learning opportunities to teach, supervise and assess nursing associate apprentices and pre-registration nursing students to meet the SPSCPHN sphere E.6 core outcome in the OHN field.

Condition six is 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:	7 February 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 specialist community public health nurses* (NMC, 2022) *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) *Standards for student supervision and assessment* (NMC 2018, updated 2023) *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018)

NMC Programme standards
[Quality assurance framework for nursing, midwifery and nursing associate education](#) (NMC, 2020) [QA Handbook](#) (NMC, 2022)

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

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

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

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

Standard 2: Educational governance and quality:
S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders
R2.4 comply with NMC [Standards for student supervision and assessment](#)
R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes
R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation
R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

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.

Documentation and the approval visit confirm effective partnership working with academic staff and PLPs meeting through the college joint working forum (JWF). Senior leaders confirm that all fields are represented including OHN SCPHN representatives from outside NHS trusts. The quarterly JWF monitors and reviews the quality of placement provision and strengthens collaborative approaches to supporting practice learning between BUL and PLPs. Senior trust leaders confirm the effective working of the JWF. They tell us their views are sought on all aspects of the programme. They confirm that strengths of working with BUL include the excellent communication, responsiveness to feedback and the ability to contact staff easily. The SCPHN team meet with PLP managers annually to discuss curriculum content and policy updates related to the SCPHN programme.

Documentation and the approval visit confirm PUSCs, PLPs, practice assessors and practice supervisors and current and previous students met with the programme team to discuss and plan the new programme. They tell us there's been several meetings where they've shared their ideas and suggestions and have also been able to give feedback on the completed proposed programme design. Students tell us their feedback is acted upon, giving examples where the timing and requirements of assessments are changed in line with their feedback. The programme team tell us of their involvement in the development of the PLSCPHN PAD through workshops and consultation events working with NHSE WTE and London AEIs. There's also been contributions from AEIs in other areas.

A practice assessor we meet confirms their engagement in PLSCPHN PAD stakeholder workshops.

PLPs, practice supervisors and practice assessors tell us SSSA preparation is provided within the PLP, with additional networking and partnership working through educational days at BUL. SCPHN managers also encourage practice assessors and practice supervisors to access BUL's level seven 15 credit module 'learning and teaching in clinical practice' which, they feel, further prepares them to support and assess level seven SCPHN students in practice. Five educational days per year allow practice assessors, practice supervisors, clinical educational leads and managers to attend BUL for training, networking and collaborative working.

The college's PUSC strategy details wide ranging involvement in pre-registration nursing programmes, including recruitment and selection, curriculum development and review and student learning and assessment. This isn't updated since 2021 and doesn't include reference to the SCPHN programme. PUSCs at the approval visit tell us that, although they're a small group, their enthusiasm for and involvement in a range of BUL programmes is valued. This includes recruitment, taught sessions and the presentation assessment day within the SCPHN programme. Students confirm they value this involvement. Field specific PUSCs also contribute to student assessment through three episodes of feedback required in the PLSCPHN PAD.

PUSCs tell us they've attended meetings to hear about the proposed SCPHN programme but haven't had input into its design. During the visit we hear a letter confirming involvement from a person using HV services. With this exception, however, the PUSCs we meet aren't current users of HV, SN or OHN services. They also express concerns regarding the current small size of the PUSC group in relation to the college's growth and the need to improve this. Assurance is therefore needed from BUL that there's a PUSC strategy and implementation plan that recruits and includes people who use SCPHN services in HV, SN or OHN to be involved in all aspects of co-production, delivery, assessment, evaluation and management of the SCPHN programme. (Condition four)

Depending on the preference of the sponsoring NHS trust, applicant interviews are held at BUL or at the trust. For non-NHS, self-employed or self-funded students, applicant interviews are held at BUL. Interviews at BUL include one employer and one SCPHN team member. PUSCs are invited to join for selection days at BUL and can observe or join one of the teams interviewing applicants. Where applicants are interviewed in a trust setting, managers confirm plans to include PUSCs in the ongoing recruitment cycle.

PLPs and students tell us there are numerous opportunities for IPL, both within practice and in theory. They give examples such as safeguarding, domestic violence and case conferences with HV, SN, OHN and social work students working together. A 'day in the life of a social worker' gives real life learning which

![NMC Nursing & Midwifery Council logo]

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

![Mott MacDonald logo]

enables them to look at cases from different perspectives and supports their understanding of writing referrals.

Managers and students are confident in the policies and processes for programme governance. Practice assessors, practice supervisors and students tell us they know how to raise concerns regarding incidents, placement quality and student progress and feel well supported by the programme team. The senior team at BUL tell us how they work with PLPs to monitor student experience and safety, for example, following outcomes of external regulator reports. They confirm their understanding of exceptional reporting to the NMC and confirm a process of action planning to manage the safety and quality of student learning where regulator reports provide an inadequate rating.

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 ☒

The BUL strategy and implementation plan to engage and involve PUSCs who use HV, SN or OHN services isn't clear. PUSCs express concerns regarding the current small size of the PUSC group in relation to the college's growth and the need to improve coordination to manage this. Assurance is needed from BULs PUSC strategy and an implementation plan that people who use SCPHN services in HV, SN or OHN are engaged and involved in all aspects of co-production, delivery, assessment, evaluation and management of the SCPHN programme. (Condition four)

Condition four: Provide a strategy and an implementation plan to demonstrate how people who receive SCPHN HV, SN or OHN services are recruited to, prepared and involved in the co-production, design, delivery and evaluation of the programme. (SFNME R1.12, R5.5, R5.14) (NMC and university condition)

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:

Condition four: A revised BUL PUSC strategy is presented. There'll now be a department wide PPIE group which contributes to all programmes in the division, including the SCPHN programme. This includes involvement in recruitment, programme development, delivery, assessment and evaluation. The strategy also confirms that PUSCs who work specifically with the SCPHN programme are

contributing and influencing the design and content of IPL activities and will support the delivery of the workshops.

The programme team present a supporting context document which outlines ways in which the recruitment of PUSCs who use SCPHN services is being undertaken. This includes contacting local faith organisations, children's centres, school governors and parent groups. There are links with a local post-natal breastfeeding mothers support group with invitation for parents to join the PPIE group. There are plans to contact local organisations with occupational health services.

Condition four is met.

Evidence:
BUL response to NMC and university conditions and recommendations, 22 January 2024
Department of health sciences, PPIE strategy, pre-qualifying and post-registration programmes, January 2024

Date condition(s) met: 7 February 2024

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

Independent/Supplementary Prescriber (V300)

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

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

Independent/supplementary (V300) prescribing isn't included in the proposed SCPHN programme.

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

YES ☐   **NO** ☒

OR

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

N/A

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

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

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

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

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

and/or a registered midwife before being considered as eligible to apply for entry.

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

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

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

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

Findings against the standard and requirements

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

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

R1.1.1 is not met. The programme specification states active registration with the NMC as a nurse (part one) or midwife (part two) is required for entry to the programme. However, entry requirements in the programme specification don't include the requirement for all registered nurses to have level one registration for entry onto the SCPHN programme. (Condition three)

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

An SPQ programme isn't proposed.

![NMC Nursing & Midwifery Council logo]

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

![Mott MacDonald logo]

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

  YES ☒   **NO** ☐

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  N/A ☒

An SPQ programme isn't proposed.

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

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

  MET ☒   **NOT MET** ☐

R1.5 is met. Documentary evidence and senior BUL and PLP meetings at the visit confirm that arrangements and governance structures are in place to support practice learning. There's a partnership agreement which is used for SCPHN PLPs and confirms the joint commitment for public safety, quality and student experience, upholding the requirements of the programme. The senior management team tell us about the dedicated placement team and the processes in place to manage placement quality. This includes the use of a dashboard management system and practice placement management system. PLPs and BUL share and act upon health regulator outcomes and information.

There's documentary evidence of agendas for the quarterly JWF where BUL and PLPs share updates and discuss professional, statutory and regulatory processes for approved programmes in nursing and SCPHN. PLPs tell us that that they're given the dates of the meetings in advance to enable attendance. At the meetings they discuss programme development, practice issues, practice learning feedback, evaluation from students, raising concerns, educational audit activity and sharing of health regulator outcomes.

Practice assessor and practice supervisors are invited to five BUL days annually. At the meetings they confirm ongoing SSSA requirements, discuss the development of the programme and the implementation of the SPSCPHN and SPRP. There's opportunity to raise any issues or concerns and discuss how student progression is monitored and assessed.

Documentary evidence and the visit confirms that students are designated as supernumerary as part of local agreement. They receive protected learning time (PLT) to meet and work with practice assessors and for independent study. PLT is indicated in the programme and practice learning handbooks and in the placement audit. The OHN programme leader provides additional written confirmation of PLT for OHN students. The achievement of PLT is monitored by the programme team at the initial practice visit. Managers confirm that PLT is provided for students and practice assessors and practice supervisors when working with students.

Students tell us they always receive PLT and are well supported by PLPs. They tell us practice supervisors and practice assessors always have the time to work with them and are proactive in asking them what they need and what will help them. The academic assessor monitors achievement of PLT during the programme.

Programme documentation identifies a 100 percent attendance policy within the programmed weeks. There's a process in place if a student's overall attendance drops below 85 percent, where further action may be taken under the fitness for practise policy. All scheduled practice days must be achieved or made up, normally using scheduled annual leave days or at the end of the programme. This is monitored by practice assessors as part of practice learning.

Practice assessors and practice supervisors tell us that they feel well supported by the programme team. There's normally a prompt response if they seek any advice or have any issues. They've supported time in practice to work with their students and where more time is required, confirm this is supported by their managers.

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

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

    YES ☒ **NO** ☐ **N/A** ☐

- Processes are in place to consider recognition of prior learning that is capable of being mapped to programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ

practice or in other specified field(s) for the community nursing SPQ in health and social care practice (R1.6.2)

N/A ☒

An SPQ programme isn't proposed.

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

YES ☐   **NO** ☐   **N/A** ☒

Independent/supplementary (V300) prescribing isn't included in the proposed SCPHN programme.

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

YES ☐   **NO** ☐   **N/A** ☒

Independent/supplementary (V300) prescribing isn't included in the proposed SCPHN programme.

Proposed transfer of current students to the programme under review

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

There's no plan to transfer existing SCPHN students to the proposed programme. All current students will complete the outgoing SCPHN programme. At the visit BUL confirm there's planning in place to ensure year two part-time students from the outgoing programme can share appropriate learning with students on the new programme, whilst still progressing on and achieving existing programme and practice documentation.

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

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

The SSSA are adopted for current SCPHN students. There's no transfer required. Existing students are transferred to SSSA since 2020.

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

YES ☒   NO ☐

Outcome
Is the standard met?   MET ☐   NOT MET ☒

The programme specification doesn't include the requirement for all registered nurses to have level one registration for entry onto the SCPHN programme.

Condition three: Provide revised programme documentation to demonstrate that the entry requirement for registered nurse (level one) is accurately included in the programme specification (SPRP R1.1.1)

Date: 4 December 2023

Post event review

Identify how the condition(s) is met:

Condition three: The programme specification now confirms that applicants must be an NMC registered nurse (level one) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the level of the SCPHN programme. This is checked within the selection process.

Condition three is met.

Evidence:
BUL programme specification for postgraduate programme leading to PgDip in SCPHN (HV or SN or OHN), undated
BUL selection process for SCPHN, undated

Date condition(s) met: 7 February 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

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

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

R2.11 ensure programmes are:

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

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

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

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

Findings against the standard and requirements

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

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

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

    YES ☒   **NO** ☐ **N/A** ☐

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

    N/A ☒

An SPQ programme isn't proposed.

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

  YES ☒   **NO** ☐

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

  YES ☐   **NO** ☐   **N/A** ☒

Independent/supplementary (V300) prescribing isn't included in the proposed SCPHN programme.

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

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

  YES ☒   **NO** ☐   **N/A** ☐

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

  YES ☐   **NO** ☐   **N/A** ☒

The public health nurse qualification field isn't included in the proposed programme.

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

  N/A ☒

An SPQ programme isn't proposed.

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

  N/A ☒

An SPQ programme isn't proposed.

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

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

  YES ☒   **NO** ☐   **N/A** ☐

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

YES ☐ **NO** ☐ **N/A** ☒

The public health nurse qualification field isn't included in the proposed programme.

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

N/A ☒

An SPQ programme isn't proposed.

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

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

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

MET ☒ **NOT MET** ☐ **N/A** ☐

R2.6 is met. Documentary evidence and meetings at the visit confirm that the programme details general and professional content in module specifications and the structure and timetable develops content of increasing complexity as students' progress through the programme.

The PgDip comprises 120 credits and all modules are compulsory with all assessment elements required to be passed. General and professional content is included in 90 credits of shared modules: advancing mental health and well-being: a life course approach (15 credits), enabling autonomous SCPHN practice (30 credits), leading and collaborating to improve health outcomes (30 credits) and applied research for health and social care (15 credits). There's also a further 30 credits for a field specific module transforming SCPHN in HV, SN or OHN and a zero-credit module consolidated practice module.

In the part time route, students study transforming SCPHN in HV, SN or OHN and applied research for health and social care in year one. Enabling autonomous

SCPHN practice is delivered over two years. Leading and collaborating to improve health outcomes and advancing mental health and well-being: a life course approach is delivered in year two. The zero-credit consolidation of autonomous practice module is linked to the final period of practice learning and assessment in both full and part time routes.

Module content is mapped to the core and field specific SPSCPHN both within module outlines and within a document mapping programme content to core and specific fields. Module outcomes are mapped to the overall programme outcomes.

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

MET ☐   **NOT MET** ☐   **N/A** ☒

The public health nurse qualification field isn't included in the proposed programme.
- standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care (R2.6.3)

N/A ☒

An SPQ programme isn't proposed.

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

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

MET ☒   **NOT MET** ☐

R2.7 is met. Module outlines and a document mapping modules to the SPSCPHN and to programme outcomes set out the content of the programme for each intended field of practice. The three 30 credit-transforming SCPHN modules (HV, SN or OHN) are field specific. Content of these modules is mapped to HV, SN or OHN field specific SPSCPHN. Part-time students undertake this module in year one. There's also a zero-credit consolidation of autonomous practice module for all routes which contains a period of up to 10 weeks field specific practice learning at the end of the full-time programme. In the part-time route students undertake 24 days field specific practice learning over ten weeks at the end of the first year. 24 days of field specific practice learning is undertaken pro-rata over 10 weeks at the end of the programme.

Documentation and the programme team tell us that throughout all shared learning students are enabled to apply content to their individual field of practice. This may be through case examples, separate learning activities and group work. They confirm that all assessments are undertaken in the context of the student's field of practice. Students tell us that the programme team use a range of learning and teaching strategies to enable them to link theoretical learning with their field specific learning and progress in practice.

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

N/A ☒

An SPQ programme isn't proposed.

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

MET ☒   **NOT MET** ☐

R2.8 is met. Documentation and meetings during the visit confirm that the philosophy of teaching is learner-centred, allowing students to develop knowledge and theory through a variety of teaching and learning strategies. The programme specification and module outlines confirm a balance and range of learning and teaching strategies are used in theory and practice through the programme delivered by experienced and qualified educators. The proposed programme includes seminars, discussion, debates, small group work, independent study, problem-focused learning, role-play, simulation, peer-learning, team-based learning and tutorial supervision. There's also use of problem-based learning to facilitate a reflective approach.

Discussions and interactions with peers and facilitators within seminars and lectures are designed to promote active engagement in learning. Independent study hours are planned into the timetable to further support students' learning journey. Practice learning is balanced with theoretical learning throughout the programme schedule culminating in a period of practice learning.

Students tell us how case studies and seminars allow interactive experiential learning activities. They've recently been engaged in a health promotion event and are enthusiastic about the support and facilitation they receive from the programme team. Students tell us they're facilitated to work in small mixed field groups to explore case studies and develop a wider perspective through learning together. They tell us they value speaking with PUSCs at the health promotion days.

The programme handbook highlights how students receive formative feedback to support their learning and development throughout the programme. In theory modules this includes supporting students to engage with assessment tasks and offering feedback within appropriate and agreed timeframes. This may be written, automated, immediate, viva voce and through professional conversations arising from simulated practice. Students tell us they value this formative feedback as it helps them to develop their writing skills and enhance their summative work. They confirm it helps to identify any additional support needs and measures which need to be put in place. This reduces student anxiety and helps to ensure successful programme completion. In practice, formative feedback is provided in periodic discussion with practice assessors and in regular discussions with practice supervisors.

The assessment strategy includes a variety of written and oral assessments. These include production of a written community profile, oral presentation, service improvement proposal and peer assessment of a group public health intervention. Reflective writing is assessed academically through submission of a PebblePad portfolio in the enabling autonomous SCPHN practice module. Reflective practice is developed within the PLSCPHN PAD with reflective episodes included as evidence to inform assessment of the SPSCPHN. The programme team confirm that reflective writing in the PebblePad portfolio can also be used as additional evidence to support practice assessment in the PLSCPHN PAD.

- 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 meeting with the programme team confirm that the programme is mainly delivered face to face on campus. However, technology enhanced and simulated learning is used effectively and proportionately to support learning and assessment.

The students' induction programme introduces them to the technology supporting the programme. All students have access to a virtual learning environment (VLE) known as Brightspace, to access learning materials that support student learning. Lecture capture software is used to enable students to revisit lectures and these are accompanied by lecture notes. The programme team tell us that students are also signposted to the e-learning for health modules as supplementary learning. All theoretical assessment is uploaded to a digital platform. Students access the digital platform PebblePad to record their reflective writing and evidence of professional development. This is assessed as part of the enabling autonomous SCPHN practice module.

Simulation is included within the overall learning and teaching strategy. All students are required to attend IPL days on domestic violence, substance misuse and safeguarding alongside social work students. Further opportunities for IPL

include a child protection case conference simulation which includes nursing, education, physician associates and social work students. The programme team confirm that simulation activities are counted as alternative practice hours but don't form part of students' assessment of the SPSCPHN. Students tell us that they value these simulation activities and have learnt much from them. It's made them feel better prepared for encountering such situations in practice.

The programme team tell us of the immersive simulation learning room. This can be used for specialist sessions supporting the development of field specific SPSCPHN. For OHN this includes simulation related to audiology, hand arm vibration, display screen workstation assessment and case management.

The PLSCPHN PAD is presented as a portable document format but is planned for digital delivery.

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 is delivered in England.

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

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

    YES ☒   **NO** ☐

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

Date: 4 December 2023

Post event review

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

Identify how the condition(s) is met:
N/A

Date condition(s) met:
N/A

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

Standard 3: Practice learning

Approved education institutions must:

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

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

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

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

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

MET ☒   NOT MET ☐

R3.1 is met. There's a partnership agreement for SCPHN which is signed by BUL and PLPs as part of the governance for the programme. All PLPs are required to complete this whether students are NHS or funded by the independent sector, self-employed or self-funded. The BUL senior management team tell us that practice placement agreements are managed by the student health partnerships and placement manager. The agreement includes the joint responsibilities for governance of student learning including the support and learning experience of students, the responsibility for preparing and supporting practice assessors and practice supervisors, the health and welfare of students and actions to be taken in the event of complaints, disciplinary action or fitness to practise.

Senior managers confirm they use the pan-London audit tool shared by other AEIs as part of the governance of practice placements. Where new placements are proposed for SCPHN a placement audit is carried out by the programme team. As part of the further agreement for SCPHN placements, practice assessors and practice supervisors provide details in a placement arrangements form. This includes details of NMC registration, qualifications and confirms that practice assessor or practice supervisor preparation is achieved. It includes evidence that equality and diversity and anti-discriminatory policies are in place, placements provide appropriate SCPHN learning opportunities for the field including inter-professional working, caseload analysis, workload, health needs assessment, available networks and health, safety and welfare. This is co-signed by the practice assessor, practice supervisor and academic assessor and monitored at the first term tripartite meeting. Academic assessors, practice assessors, practice supervisors and students confirm that students are allocated to a practice

supervisor and practice assessor at the commencement of the programme. Students receive an induction to their PLP as part of their introduction to practice learning.

The initial two-day practice assessor and practice supervisor preparation is undertaken by PLPs. This is further developed by BUL through five practice assessor and practice supervisor study days per year. Example agendas show that a variety of issues are discussed to support students practice learning on the programme.

Documentary evidence and the visit confirm that there are processes in place to manage and share student evaluations. Managers, practice assessors and practice supervisors confirm they're invited into BUL with students and can share final day evaluations. Students confirm they've opportunity to evaluate through the programme and feel that their voice is valued.

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

MET ☒   **NOT MET** ☐

R3.2 is met. Documentary evidence and meetings during the visit confirm that BUL and their PLPs have processes to ensure that each student has a practice assessor and a practice supervisor with the appropriate qualifications to facilitate the necessary practice learning and assessment requirements to comply with the SSSA. Applicants for HV, SN or OHN with a suitable placement and wishing to self-fund, have their placement assessed prior to admission onto the programme to ensure the practice learning environment is suitable for them to achieve all SPSCPHN and has appropriate supervision and assessment arrangements in place.

Placement audits are undertaken in all placements to ensure there are sufficient practice assessors and practice supervisors and SCPHN learning opportunities. Placement visits are undertaken by academic assessors, personal tutors or field leaders in the first term to ensure there's appropriate supervision arrangements for the student and to confirm there's a conducive learning environment. There's a template document to support this visit which enables a record of the visit and the discussion between the practice assessor, practice supervisor, academic assessor and the student.

The programme team, managers, practice assessors and practice supervisors confirm a placement audit is carried out and practice supervisors and practice assessors with appropriate preparation are allocated prior to the student commencing their placement. Students, practice assessors and practice supervisors tell us they're aware of the nominated person for education in their area of practice.

Student responsibilities for directing their own learning in practice placements are clearly laid out in the PLSCPHN PAD. They're expected to engage in self-assessment and reflective activities following formative and summative assessment learning periods. It's the students' responsibility to gain feedback from the PUSCs they're working with using an agreed form within the PAD.

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

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

MET ☐   **NOT MET** ☒   **N/A** ☐

R3.3.1 is not met. Documentary evidence confirms that 600 practice learning hours culminating in a period of practice learning up to 10 weeks are a required element of the PgDip SCPHN programme. Practice learning hours are monitored on an ongoing basis through completion of the PLSCPHN PAD. The PLSCPHN PAD is structured into three periods of learning with related progression points and final confirmation of proficiency. The BUL full-time programme calendar contained in the student handbook demonstrates that the three periods of practice learning take place over the three terms of the full-time programme and the part time route plan shows this as pro-rata over six terms.

Practice assessors and practice supervisors are required to contact BUL if there's a student absence of more than five days so that this can be followed up with the student. Practice learning is assessed through a field specific PLSCPHN PAD where all core and field specific SPSCPHN are assessed. Missed practice days are made up by the student using their published annual leave days. Practice supervisors and practice assessors work with the student to keep a record of missed practice days and discuss how these are to be caught up.

Students undertake self-assessment and agree relevant learning opportunities with their practice assessor and practice supervisor. There's up to 10 days to access learning opportunities in placements that demonstrate alternative experience of public health to their chosen field of practice. This includes some access to simulated learning at BUL.

The SPSCPHN are met throughout the three full time terms or six part time terms of practice. The PLSCPHN PAD includes level descriptors designed to support student progression over the programme. Students must be at the level of 'demonstrated' in each SPSCPHN to have the proficiency signed off by the practice assessor. In this level the student must show application of knowledge, have provided care or led activity with minimal supervision, demonstrating safe and effective practice.

BUL confirm that although all SCPHN students engage in simulated learning activities, all core and field SPSCPHN are assessed and met in practice via the PLSCPHN PAD. Students record a range of evidence to demonstrate each SPSCPHN, including observation and discussion. BUL provide context documentation to guide students and practice assessors as to which SPSCPHN may be best assessed within each practice learning period although confirm that they may be achieved at any point of the programme.

The practice handbook and PLSCPHN PAD require students to discuss with their practice assessor and academic assessor if they're not able to access appropriate learning opportunities. The programme team and students tell us that OHN students access experience of health screening, surveillance in audiometry, hand arm vibration and immunisations through alternative practice days and the immersion room where a practice assessor comes in to lead the session.
The programme team are unable to confirm how OHN students are facilitated to achieve the SPSCPHN sphere E.6 core outcome in a practice area that doesn't have access to pre- and post-registration nursing, midwifery and nursing associate students to educate, supervise and assess effectively. They need to provide assurance that learning experiences for the SPSCPHN sphere E.6 core outcome in the context of the OHN field is tailored to the student's individual learning needs and achievement of proficiency. (Condition six)

- SCPHN public health nurse (R3.3.2)

    MET ☐   **NOT MET** ☐   **N/A** ☒

The public health nurse qualification field isn't included in the proposed programme.

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

    N/A ☒

An SPQ programme isn't proposed.

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

    N/A ☒

An SPQ programme isn't proposed.

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

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R3.4)

	YES ☒	NO ☐

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

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

<div align="center">

MET ☒   **NOT MET** ☐

</div>

R3.5 is met. Documentary evidence and the visit confirm that student's individual needs and personal circumstances are considered and acted upon. Students are introduced to the support available for their learning with a specific session on EDI. BUL tell us that a personal tutor is allocated to the student after induction and sees the student individually at regular intervals. Meetings are recorded and documented with a copy provided for the student's record. The BUL personal tutor is the primary point of contact for the student and normally responds to the student and allocates an appointment within three working days.

Students finding academic work challenging are guided by the student centre, academic skills service (known as ASK), computing support and library services. There's a university welfare team who provide a range of specialist services including disability and dyslexia services (DDS). Students can self-refer to the DDS if they've known learning difficulties. A personal plan to support the student is developed including any reasonable adjustments that may be required. Students with learning support profiles are made known to the programme leader and communicated to personal tutors.

The personal tutor encourages students to disclose their personal learning plan with their practice assessor and practice supervisor(s). The student is asked to state in the PLSCPHN PAD that they've had an opportunity to discuss their learning needs. The academic assessor checks this during visits to PLPs and records on the placement visit form that the student's learning needs are identified and being met in practice. Students confirm they feel well supported by academic and practice staff and are comfortable to discuss issues that are troubling them. They receive appropriate support and are signposted to DDS and ASK. They tell us that PLPs respond to requests for reasonable adjustments. Practice assessors and practice supervisors confirm they work together with the student and the academic assessor to develop action plans to support students who may be struggling due to personal circumstances or health issues.

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

![nmc Nursing & Midwifery Council]

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

![MM MOTT MACDONALD]

of the student to demonstrate overall proficiency and achieve the programme
learning outcomes for their:

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

MET ☒   **NOT MET** ☐   **N/A** ☐

R3.6.1 is met. Documentary evidence and the programme team confirm that
theoretical and practice learning introduces increasing complexity. In HV and SN,
the field specific module timetable is designed to commence with a focus on the
normal healthy child and family with later progression to complex HV or SN cases
and problem solving. Likewise, in OHN, the module is designed to commence with
a focus on initial screening through the pre-employment questionnaire to a later
focus on managing complex OHN cases. The module leading and collaborating to
improve health outcomes is designed to commence with an exploration of the
foundations of health promotion, progressing to public health leadership policy and
practice.

Documentary evidence demonstrates that field specific practice learning is
integrated and structured into three practice learning periods during both the full
and part time programme routes. SCPHN students are expected to develop their
skills and knowledge in practice through self-directed learning and to work closely
with practice supervisors and practice assessors to identify their learning needs in
each practice learning period. The approval visit and documentation confirms that
practice learning culminates in up to 10 weeks practice learning which focuses on
the final development and consolidation of the SPSCPHN as bespoke to the
student's needs. Documentary evidence and meetings at the visit confirm the final
period of 10 weeks practice learning is requested and supported by pan London
PLPs and BUL.

There's a formative assessment mid-way through each practice learning period
with a summative progress review at the end. Tripartite practice learning progress
review meetings between the practice assessor, academic assessor and student
are held at the end of each field specific practice learning period. The meetings
review student learning relevant to identified learning needs and progress in
achieving the SPSCPHN in the PLSCPHN PAD for the stage in the programme.
Progress and achievement are recorded in the PLSCPHN PAD.

Students are supported with an action plan if their progress causes concern at the
formative assessment or there's a fail at the summative assessment stage. Review
meetings are also held on an ad hoc basis where the student, practice assessor or
academic assessor perceives that the student may be struggling. Students remain
within a learning period until they've had time to complete the written objectives of
their action plan and are assessed as able to progress to the next learning stage.

If students don't achieve a pass at the final summative point, a reassessment
opportunity is granted by the exam board in consultation with the PLP. In this case

Nursing & Midwifery Council

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

MOTT MACDONALD

a further assessment period is provided. There's a process for students to interrupt their studies where circumstances are affecting their learning and achievement.

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

N/A ☒

An SPQ programme isn't proposed.

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

YES ☒   **NO** ☐

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

YES ☒   **NO** ☐

Outcome

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

The programme team are unable to tell us how OHN students are facilitated to achieve the SPSCPHN sphere E.6 core outcome in a practice area that doesn't have access to pre- and post-registration nursing, midwifery and nursing associate students, to educate, supervise and assess effectively. They need to provide assurance that learning experiences for the SPSCPHN sphere E.6 core outcome in the OHN field are tailored to the student's individual learning needs and achievement of proficiency.

Condition six: Provide revised programme documentation to demonstrate that learning experiences for the SPSCPHN sphere E.6 core outcome in the OHN field are tailored to the student's individual learning needs and achievement of that proficiency. (SPRP R3.3.1)

Date: 4 December 2023

Post event review

Identify how the condition(s) is met:

Condition six: The programme team present documentary evidence that SCPHN (OHN) students are offered two simulated learning episodes. These focus on the ability to teach, supervise and assess, nursing associate apprentices and pre-registration nursing students and enable OHN students to demonstrate the SPSCPHN sphere E.6 core outcome in the OHN field. The simulated learning occurs at BUL, with the first session focusing on teaching and supervising student groups and the second on assessing them.

![NMC Nursing & Midwifery Council logo]

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

![Mott MacDonald logo]

Condition six is met.

Evidence:
Assessment brief for SCPHN OHN teaching, supervising and assessment activity - proficiency E.6, undated
BUL PgDip SCPHN programme handbook, September 2024
BUL practice learning handbook for students, practice assessors and practice supervisors, 2024
Lesson plan SCPHN OHN teaching supervising and assessing activity, undated
Module outline: transforming SCPHN in occupational health practice, undated
Poster presentation assessment form, undated
Response to condition six, 2 February 2024
Seminar poster presentation assessment brief, 2024/2025

Date condition(s) met: 7 February 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 opportunities for post-registration SCPHN or community nursing SPQ students

R4.5 ensure practice and academic assessors:

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

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

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

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

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

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

R4.7.2 SCPHN public health nurse,

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

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

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

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

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

R4.9.2 SCPHN public health nurse practice,

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

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

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

Standards for student supervision and assessment

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

Nursing & Midwifery Council

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

M M
MOTT
MACDONALD

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

<div align="right">

MET ☒   NOT MET ☐

</div>

R4.1 is met. Documentary evidence shows that students meet the required programme outcomes and core and field specific SPSCPHN in full in the HV or SN or OHN field of SCPHN practice. The PgDip SCPHN award is achieved on successful completion of all programme modules and 120 credits achieved at level seven. There's a field specific PLSCPHN PAD which provides an ongoing achievement record of all SPSCPHN in the context of field specific practice learning. As part of the approval process BUL ensures that all compulsory modules and assessment elements are coded accurately so that no compensation is applied. The programme team confirm that students must pass all assessments within the programme with no compensation in assessments across theory and practice.

Documentation and meetings during the visit confirm that students are allocated a registered SCPHN as a practice assessor and a separate practice supervisor with annotation in the same field of practice. Senior PLPs tell us that practice assessors and practice supervisors are required to have completed their local preceptorship programme and the preparation required for the practice assessor or practice supervisor role.

Students are supervised and assessed in practice by SCPHNs who are prepared for the role. The length of preparation is dependent on their previous experience and can range from a three-hour update for experienced practice assessors or practice supervisors up to completion of a full two-day preparation course. BUL and PLPs tell us that five practice assessor and practice supervisor study days are also provided to support and develop practice supervisors and practice assessors understanding of local programme requirements and processes and to provide updates on any changes to the programme or wider NMC issues. Attendance at least one of these is mandatory every year and employers confirm that they support staff to attend. Practice assessors tell us that they're given the dates in advance to facilitate attendance. The programme team tell us that a register of attendance at the meetings is kept and monitored. Notes of the meeting are circulated to all practice assessors and practice supervisors to ensure consistent updating for all those unable to attend. Students are also allocated an academic assessor who's a registered SCPHN with the equivalent experience for the student's field of practice. Practice supervisors, practice assessors and academic assessors have opportunity to share and use evidence in the PLSCPHN PAD to make decisions on student assessment and progression.

There are processes in place to supervise students in relation to their individual needs, proficiency and confidence supporting any diverse learning needs. Induction to the programme and placement is provided in theory and practice. BUL

provide information and resources to support mental and physical health and wellbeing with a personal tutorial system in place to support SCPHN students learning and pastoral needs. Students tell us they're very well supported by the programme team and their personal tutors who signpost them to appropriate support both within BUL and through liaison with placement and employing organisations.

BUL and PLPs confirm that EDI training is a mandatory requirement for all staff and there are clear processes to manage adjustments in relation to individual learning needs. The programme team tell us that students are encouraged early in the application process to identify any individual learning needs which may be required. They tell us this is revisited in the student's induction week with referral to the appropriate BUL resources. They confirm that students can self-refer at any time during the programme to the BUL student support agencies. Once any adjustments are identified the programme team tell us that, with the agreement of the student, they liaise with the wider programme team, placement area and practice assessor as required, to ensure the necessary reasonable adjustments are in place. Practice assessors and students tell us that where reasonable adjustments are identified, there's close liaison with the programme team and practice to ensure that all reasonable adjustments are facilitated. This may be additional time for submission of assignments or understanding the learning style of the student and adjusting their teaching methods accordingly.

Students have opportunities for constructive feedback in theory and practice through the academic assessment process and in the formative and summative assessment in each period of practice learning. Students reflective practice is developed within the learning and teaching strategy and is expected as part of the PLSCPHN PAD and PebblePad portfolio. Practice assessors and practice supervisors tell us PLPs support them to have time with their students, during which they're able to facilitate student reflection. They encourage students to reflect on learning activity daily. Students confirm they're supported by their practice supervisors and practice assessors to reflect on their learning. Some students tell us that they found reflective learning challenging at the beginning of the programme, but their practice supervisors and academic staff supported them to develop this. Simulations and class-based discussions facilitate reflective discussion within the peer group.

Curriculum vitae of the programme team demonstrate that they're current in their field of practice with additional education qualifications, academic assessor preparation and evidence of continuing professional development. Senior BUL managers tell us there's a workload model to manage and enable academics to fulfil their roles, with senior PLPs confirming their commitment to providing time for practice assessors and practice supervisors to fulfil their roles with SCPHN students. This is monitored by the programme team during practice visits. There are processes in place to support educators and students to raise and respond to concerns and complaints related to both public protection and student performance.

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

- 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 meetings at the approval visit confirm that BUL and PLPs liaise, collaborate and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice assessors and academic assessors. Overall governance is provided through shared practice learning agreements. At strategic level there's a JWF that meets to agree the overall strategy for practice supervisor and practice assessor preparation and an annual meeting with SCPHN managers to discuss this at an operational level.

Documentation and the approval visit confirm BUL and PLPs work collaboratively to prepare and train staff. PLPs offer training to their staff to become practice assessors to assess students in practice. The BUL SCPHN team further enable practice assessor skills in the practice assessor and practice supervisor educational study days. The practice learning handbook and the BUL context documents for the PLSCPHN PAD also support practice assessors and practice supervisors in their role.

There's evidence of five annual educational updates for practice assessors, practice supervisors and managers with the aim of ensuring students are provided with safe, effective and inclusive learning experiences. Educational days are dedicated to offer updates and provide a forum for training, networking and collaborative working. PLP managers encourage participation by their staff and offer protected time for their practice assessors and practice supervisors to attend these study days. A register is taken of attendees as a record of engagement. Evaluations of study days are reviewed by the SCPHN team with the aim of planning topics which meet the educational needs of practice assessors and practice supervisors.

The SCPHN academic team, in partnership with the BUL advanced clinical practice programme team deliver a level seven module, 'learning and teaching in clinical practice'. The module aims to provide practitioners with advanced knowledge and skills for the planning, organisation, delivery, teaching and evaluation of effective programmes for clinical training in specialist practice. Managers and practice assessors confirm that this module can be accessed by those wanting to further enhance their learning and teaching skills for supporting level seven students. PLPs and practice assessors tell us they value this module highly and SCPHN managers tell us they recommend it and encourage staff to complete it.

BUL has an academic assessor policy. Curriculum vitae demonstrate that current academic assessors are experienced SCPHN registrants in HV, SN or OHN and who hold or are working towards a teaching qualification. There's a personal annual review process to support continuing professional development.

All academic assessors undergo the academic assessor preparation which comprises a seminar led by the academic lead for practice learning. The seminar includes an overview of the academic assessor role and application of the SSSA. Training includes discussion of practice-based scenarios and the PLSCPHN PAD.

Academic assessors are supported by the academic lead for practice learning who also provides an annual academic assessor update. BUL tell us that their workload allocation model ensures there's time and support to complete the role. An honorary contract process enables appointment of people with the expertise to provide additional support to the SCPHN team where this is required on a short-term basis. If the projected student numbers for the OHN field are realised the vice provost and dean of the college tell us additional OHN academic resources will be recruited.

- 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 meetings during the approval visit confirm that practice supervision, practice assessment and academic assessment complies with the SSSA. BUL, PLPs and students confirm that they're allocated a practice supervisor, practice assessor and academic assessor in compliance with the SSSA and SPRP. BUL and PLPs confirm that the process of placement allocation includes checking and recording that academic assessors, practice assessors and practice supervisors meet all professional, preceptorship and preparation requirements. This is confirmed through the PLPs register, the initial placement arrangements agreement and the educational audit process.

Documentary evidence and meetings with stakeholders confirm that students and practice assessors are supported by academic assessors at student review meetings. Placement visits are undertaken by the field specific academic assessor to support the supervision of the student. Academic assessors may also act as personal tutors providing pastoral and learning support for students.

Practice assessors and practice supervisors are invited to participate in assessing student modules, for example in marking oral presentations. A 15-credit level seven module 'learning and teaching in clinical practice' aims to support this approach by providing practitioners with advanced knowledge and skills for the planning, organisation, delivering, teaching and evaluation of effective programmes for clinical training in specialist practice.

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

The PLSCPHN PAD provides opportunities to record reflection, feedback and progression from the practice supervisor, academic assessor and the practice assessor. This enables the student to be guided formatively on how they're linking theory to practice over the programme and final period of practice learning.

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. Documentation and the approval visit confirm all students are assigned to an experienced field specific SCPHN practice assessor. This information is documented in an individual learning and placement agreement and checked by the academic assessor at the initial practice learning visit.

Documentary evidence in the practice placement handbook demonstrates that practice assessors must have completed their SCPHN preceptorship, had practice

![NMC Nursing & Midwifery Council logo]

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

![Mott MacDonald logo]

assessor training and a period of preceptorship in their assessing role. They're also invited to attend up to five annual practice assessor and practice supervisor days per year. The programme team, PLPs and practice assessors, confirm that new SCPHN practice assessors are supported by an experienced SCPHN practice assessor prior to assessing a student independently.

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

MET ☒   **NOT MET** ☐

R4.6.1 is met. The practice handbook states that it's only in an exceptional circumstance that the practice supervisor and practice assessor role may be fulfilled by the same person. BUL will document the evidence to support the necessity for the practice supervisor and practice assessor roles to be carried out by the same person. There's confirmation that the process of allocating a new practice supervisor or practice assessor will be resolved quickly due to the availability of practice assessors and practice supervisors within PLPs.

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

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

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

YES ☒   **NO** ☐   **N/A** ☐

- SCPHN public health nurse (R4.7.2)

YES ☐   **NO** ☐   **N/A** ☒

The public health nurse qualification field isn't included in the proposed programme.

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

N/A ☒

An SPQ programme isn't proposed.

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

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

N/A ☒

An SPQ programme isn't proposed.

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

YES ☒   **NO** ☐

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

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

YES ☐   **NO** ☒   **N/A** ☐

R4.9.1 is not met. The current programme structure doesn't provide assurance that the confirmation of overall proficiency for the students' field of SCPHN practice is achieved at the end of the final period of practice learning. Programme documentation currently includes submission of the PLSCPHN PAD in the module 'enabling SCPHN autonomous practice'. This module includes confirmation of achievement of the PAD including all SCPHN core and field SPSCPHN but is submitted prior to the student commencing a period of up to 10 weeks practice learning at the end of the programme. The programme team are therefore required to provide revised programme documentation to demonstrate that the overall confirmation of the SPSCPHN relevant to the field of SCPHN practice occurs at the end of the final period of practice learning in the full and part time programme routes. (Condition two)

- SCPHN public health nurse practice (R4.9.2)

YES ☐   **NO** ☐   **N/A** ☒

The public health nurse qualification field isn't included in the proposed programme.

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

N/A ☒

An SPQ programme isn't proposed.

• other specified field(s) of community nursing SPQ in health and social care practice (R4.9.4) **N/A** ⊠ An SPQ programme isn't proposed.
Assurance is provided that Gateway 1: *Standards framework for nursing and midwifery education* relevant to supervision and assessment are met **YES** ⊠ **NO** ☐ Assurance is provided that Gateway 2: *Standards for student supervision and assessment* relevant to supervision and assessment are met **YES** ⊠ **NO** ☐

Outcome
Is the standard met? **MET** ☐ **NOT MET** ⊠ The current programme structure doesn't provide assurance that the confirmation of overall proficiency for the students' field of SCPHN practice is achieved at the end of the final period of practice learning. Condition two: Provide revised programme documentation to demonstrate that the overall confirmation of the SPSCPHN relevant to their field occurs at the end of the final period of practice learning in the full and part time programme routes. (SPRP R4.9.1) (NMC and university condition) **Date:** 4 December 2023
Post event review
Identify how the condition(s) is met: Condition two: The programme structure is reviewed. In the module 'enabling autonomous SCPHN practice', students submit the PAD to demonstrate evidence of SPSCPHN completion. Students' progress to a 'consolidation of autonomous practice' module which contains a final period of practice learning of up to 10 weeks. During this period students continue to demonstrate the SPSCPHN in autonomous practice under the supervision of a practice supervisor and practice assessor. At the end of the final period of practice learning, the students submit the PAD including completed end of programme documentation. This includes practice assessor final confirmation that the student has achieved the SPSCPHN in practice and has provided sufficient evidence to demonstrate their attainment. It also confirms that there's been communication with the academic assessor regarding the student's performance and achievement. The PAD is confirmed as pass or refer, no credits are awarded. Condition two is met.

Evidence:
Module - enabling autonomous SCPHN practice, undated
Module - consolidation of autonomous practice (HV/SN/OHN), undated
Pan London SCPHN PAD and BUL context document (HV), 2023
Pan London SCPHN PAD and BUL context document (SN), 2023
Pan London SCPHN PAD and BUL context document (OHN), 2023
BUL PgDip SCPHN programme handbook, September 2024
BUL practice learning handbook for students, practice assessors and practice supervisors, 2024
Term three programme flow, undated

Date condition(s) met: 7 February 2024

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

Standard 5: Qualification to be awarded

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

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

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

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

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

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

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

Findings against the standards and requirements

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

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

  YES ☒   **NO** ☐

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

  YES ☐   **NO** ☒   **N/A** ☐

R5.2 is not met. Programme documentation currently advises students they've five years to register with the NMC from the commencement of the SCPHN programme. It also doesn't include advice to students who fail to register in this five-year period. The programme team need to provide revised documentation to ensure that students are correctly advised that they've five years to register from successful completion of the programme and if they fail to do so they'll have to undertake additional education and training or gain experience as specified in NMC standards for the SCPHN award. (Condition five)

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

  N/A ☒

An SPQ programme isn't proposed.

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

  YES ☐   **NO** ☐   **N/A** ☒

Independent/supplementary (v300) prescribing isn't included in the proposed SCPHN programme.

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

- 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** ☒

Independent/supplementary (V300) prescribing isn't included in the proposed SCPHN programme.

Fall Back Award
If there is a fall back exit award with registration as a SCPHN all NMC standards and proficiencies are met within the award

YES ☐   **NO** ☐   **N/A** ☒

There's no fall back exit award leading to NMC registration as a SCPHN.

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** ☒

Programme documentation doesn't accurately inform students about the five-year period of registration following successful completion of the programme or provide advice on the implications if they fail to do so.

Condition five: Provide revised programme documentation to inform students that they've five years to register with the NMC from the successful completion of their programme and if they fail to do so they'll have to undertake additional education and training or gain experience as specified in NMC standards for the SCPHN award. (SPRP R5.2)

Date: 4 December 2023

Post event review
Identify how the condition(s) is met:

Condition five: The revised programme specification details on page two that students have five years to register their qualification with the NMC from successful completion of their programme.

Condition five is met.

Evidence:

BUL programme specification for postgraduate programme leading to PgDip in SCPHN (HV or SN or OH), undated
Date condition(s) met: 7 February 2024
Revised outcome after condition(s) met: 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 specialist community public health nurses*	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC 2018, updated 2023) (Gateway 1)	☒	☐
Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	☒	☐
Mapping document providing evidence of how the education institution has met the *Standards for post-registration education programmes* (NMC 2022, updated 2023) (Gateway 3)	☒	☐
Curricula vitae (CV) for relevant staff	☒	☐
CV of the registered SCPHN responsible for directing the education programme	☒	☐
Registrant academic staff details checked on NMC website	☒	☐
External examiner appointments and arrangements	☒	☐
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	☒	☐

![NMC Nursing & Midwifery Council logo]

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

![Mott MacDonald logo]

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: There's no SCPHN apprenticeship included in the proposal.		
List additional documentation: Post visit documentation to meet conditions: BUL response to NMC and university conditions and recommendations, 22 January 2024 Department of health sciences, PPIE strategy, pre-qualifying and post-registration programmes, January 2024 BUL programme specification for postgraduate programme leading to PgDip in SCPHN (HV or SN or OHN), undated BUL selection process for SCPHN, undated Assessment brief for SCPHN OHN teaching, supervising and assessment activity - proficiency E.6, undated BUL PgDip SCPHN programme handbook, September 2024 BUL practice learning handbook for students, practice assessors and practice supervisors, 2024 Lesson plan SCPHN OHN teaching supervising and assessing activity, undated Module outline: transforming SCPHN in occupational health practice, undated Poster presentation assessment form, undated Response to condition six, 2 February 2024 Seminar poster presentation assessment brief, 2024/2025 Module - enabling autonomous SCPHN practice, undated Module - consolidation of autonomous practice (HV/SN/OHN), undated Pan London SCPHN PAD and BUL context document (HV), 2023 Pan London SCPHN PAD and BUL context document (SN), 2023 Pan London SCPHN PAD and BUL context document (OHN), 2023 BUL PgDip SCPHN programme handbook, September 2024 BUL practice learning handbook for students, practice assessors and practice supervisors, 2024 Term three programme flow, 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: 2023 cohort: Full time HV x two Part time HV x one Full time SN x one Part time SN x one Full time OHN x one Part time OHN x one Graduated students: Full time HV x two Part time HV x one Full time SN x two Full time OHN x one Part time OHN x one		
People who use services and carers	☒	☐
If you stated no above, please provide the reason and mitigation: There's no SCPHN apprenticeship included in the proposal.		
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: N/A		
System regulator reports reviewed for practice learning partners	☒	☐
If yes, system regulator reports list: East Suffolk and North Essex NHS Foundation Trust, Colchester General Hospital Care Quality Commission (CQC) inspection report, 5 May 2023 East Suffolk and North Essex NHS Foundation Trust, Broomfield Hospital CQC inspection report, 16 June 2023		

John Radcliffe Hospital CQC inspection report, 6 April 2023
Mid and South Essex NHS Foundation Trust CQC inspection report, 23 December 2022
London North West University Healthcare NHS Trust CQC inspection report, 20 May 2022
St Georges Hospital Tooting, CQC inspection report, 17 August 2023
St Georges Hospital University NHS Foundation Trust CQC, 18 December 2019
The Hillingdon Hospital CQC inspection report, 18 January 2023
The Hillingdon Hospital NHS Foundation Trust CQC inspection report, 24 July 2018
Watford General Hospital CQC inspection report, 22 October 2021

If you stated no above, please provide the reason and mitigation:
BUL is an established provider of SCPHN programmes in HV, OHN and SN fields. There's no requirement to visit resources or facilities.

Additional comments:
None identified.

Mott MacDonald Group Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Issue record				
Final Report				
Author(s):	Patricia Hibberd Aileen Monkhouse Sandra Stephenson	Date:	18 December 2023	
Checked by:	Ian Felstead-Watts	Date:	28 December 2023	
Submitted by:	Mubaraq Sanusi	Date:	26 February 2024	
Approved by:	Natasha Thompson	Date:	28 February 2024	