

Programme approval report

Section one

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

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

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

	SCQF <input type="checkbox"/> Level 11
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
Date of approval visit:	27 April 2023
Programme start date:	
SCPHN health visiting	2 October 2023
SCPHN health visiting with integrated independent and supplementary prescribing (V300)	
SCPHN school nurse	2 October 2023
SCPHN school nurse with integrated independent and supplementary prescribing (V300)	
SCPHN occupational health nurse	

SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN public health nurse	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300)	
SCPHN health visiting apprenticeship	
SCPHN health visiting with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN school nurse apprenticeship	
SCPHN school nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN occupational health nurse apprenticeship	
SCPHN occupational health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
SCPHN public health nurse apprenticeship	
SCPHN public health nurse with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Patricia Hibberd Lay Visitor: Jonathan Fisher

Section two

Summary of review and findings

Bournemouth University (BU) is an approved education institution (AEI). BU's faculty of health and social sciences (the faculty) is seeking approval for the specialist community public health nurse (SCPHN) programme with health visiting (HV) and school nursing (SN) fields. The proposed programme is a postgraduate diploma (PgDip), offered for full-time study at academic level seven.

The SCPHN HV and SN fields are requested by practice learning partners (PLPs) to support the local development of the SCPHN workforce. They've secured Health Education England (HEE) commissioned funding to support a 2023 SCPHN HV and SN cohort at BU with up to 20 HV and six SN places. The programme leader is a current SCPHN HV registrant, supported by two lecturer practitioners with SCPHN HV and SN qualifications. BU have an academic resource plan agreed to support current commissions including an additional part-time SN lecturer. There's approved academic resource and governance processes in place to confirm placement capacity and the quality of placement learning for any increases in student numbers.

Entry to the PgDip is open to current Nursing and Midwifery Council (NMC) registered first level nurses or midwives who demonstrate the capability to study at level seven through written application and interview. 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 with assurance that there's an identified PLP who meets BU quality requirements for a SCPHN placement. Applicants also undertake joint BU and PLP interviews as part of the selection process.

BU postgraduate regulations permit recognition of prior learning (RPL) on a module-by-module basis up to two thirds of the PgDip programme. The RPL process includes a portfolio of evidence and mapping to outcomes and NMC proficiencies. External scrutiny is included in the RPL ratification process.

The PgDip comprises 45 weeks of theoretical and practice learning scheduled within a 52-week period. There's a balance of theory and practice learning with a period of 40 days of supervised practice learning at the culmination of the programme. The theoretical programme is delivered using a blended learning strategy. There's a focus on face-to-face learning activities based on campus, supported by synchronous and asynchronous digital learning and resources through the timetabled programme. Simulated learning is used to enable students to rehearse aspects of SCPHN practice and proficiencies, including aspects of interprofessional practice.

Supervised and assessed placements are undertaken with a range of PLPs. There are contractual arrangements in place to assure safe and quality student learning in line with regulatory standards. Practice documentation stipulates the requirement to ensure protected learning time. There are PLP processes in place to verify that HVs and SNs have completed the required preceptorship period and appropriate preparation to act as practice assessor or practice supervisor for SCPHN students. This includes recording achievement in a local database and confirming the availability of suitably prepared practice assessors and practice supervisors through educational audit.

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

BU academic regulation policy and procedure set out the internal annual reviews of programmes. They've recently included scrutiny of data to establish attainment differential between students. This is a new process within annual monitoring and enhancement review for all programmes and departments for 2022-2023. Current data is capturing the student population via admissions and student registration data but isn't yet available for measuring differential attainment at programme or AEI level.

The programme is mapped against the Standards for post-registration programmes (SPRP) (NMC, 2022) and the Standards of proficiency for specialist community public health nurses (SPSCPHN) (NMC, 2022). Successful completion provides eligibility to register with the NMC as SCPHN HV or SN. There's no exit award leading to NMC SCPHN registration.

Arrangements at programme level don't meet the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018). The Standards for student supervision and assessment (SSSA) (NMC, 2018) are met at programme level.

The approval visit is undertaken remotely.

The programme is recommended for approval subject to three NMC conditions and two university conditions. One university recommendation is made.

Update 14 June 2023:

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

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
Conditions:	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Provide a people who use services implementation plan and complete practice assessment documentation to ensure that people who user services and carers (PUSCs) relevant to the SCPHN HV and SN fields are involved in the recruitment, delivery, assessment, management and evaluation of the SCPHN programme. (SFNME R1.12, R2.7, R5.14)</p> <p>Selection, admission and progression:</p> <p>Condition two: Provide a documented plan in partnership with PLPs that demonstrates how measures to understand and address any underrepresentation will be achieved in the recruitment and selection of SCPHN students. (SFNME 2.6; SPRP R1.3)</p> <p>Condition three: In partnership with PLPs, provide a clear process and related programme documentation that demonstrates the opportunities, arrangements and governance structure in place to support self-employed or self-funded applicants. (SPRP R1.3, R1.5)</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p>

	<p>Education governance: management and quality assurance:</p> <p>Condition four: The programme team should apply to the relevant university committee for approval of non-standard international English language testing system (IELTS) entry requirements and apply for exceptions to the university's admissions regulations. (University condition)</p> <p>Condition five: The programme team should eliminate typographical errors and inconsistencies in the definitive documents (briefing and resources document, programme and unit specifications) to ensure the documents meet the university's internal regulations and external requirements. (University condition)</p>
Date condition(s) to be met:	12 June 2023
Recommendations to enhance the programme delivery:	The programme team should consider how the programmes are promoted more widely and to clearly communicate opportunities through the university's website. (University recommendation)
Focused areas for future monitoring:	PUSC involvement in the SCPHN programme.

Programme is recommended for approval subject to specific conditions being met

Commentary post review of evidence against conditions:

BU provide an implementation plan and practice assessment documentation (PAD) which demonstrates how PUSCs will be included in the recruitment, delivery, assessment, management and evaluation of the SCPHN programme. This includes the development of feedback mechanisms in the PAD for SN and HV. Guidance for student learning and engagement in PUSC feedback is provided. The BU PUSC group are engaged in moderation of this process. Condition one is met.

BU and their PLPs present a plan to demonstrate how measures to understand and address any underrepresentation will be achieved in the recruitment and selection of SCPHN students. This includes ensuring that opportunities to undertake the SCPHN programme are advertised widely and outlining the measures taken to ensure equality, diversity and inclusion are embedded during the selection process. Strategies will be monitored and addressed through the

review and with discussion of data at the quarterly programme management meetings. Condition two is met.

BU and PLPs present a governance framework to support opportunities for self-funded and self-employed nurses and/or midwives to apply for the SCPHN HV or SN programme. There's confirmation that an honorary contract and NHS indemnity will be included to support practice learning. The framework will be published on the programme web pages so that this is clear for applicants. Condition three is met.

BU confirm that the university conditions are met.

AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	7 June 2023

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points: Standards for post-registration education programmes (NMC, 2022) Standards of proficiency for specialist community public health nurses (NMC, 2022) Standards framework for nursing and midwifery education (NMC, 2018) Standards for student supervision and assessment (NMC, 2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018) Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2019) QA Handbook (NMC, 2022)</p>

Partnerships

The AEI works in partnership with their practice learning partners, service users, 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)

Standard 1: The learning culture:

- R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders
- R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

- R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, 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 service users 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 service users contribute to student assessment

[Standards for student supervision and assessment](#) (NMC, 2018)

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 service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students, and any other stakeholders.

Documentary evidence and meetings during the visit confirm stakeholder support for the proposed programme. BU are an established SCPHN programme provider and have effective partnerships with local PLPs.

There's been a gap in the BU provision of the SCPHN programme. BU decided not to approve the community nurse prescribing (V100) programme under the Standards for prescribing programmes (NMC, 2018). This resulted in the closure of the SCPHN programme in 2022, with the last SCPHN students graduating in 2021. BU and PLPs confirm that the programme closure created a gap in programme provision and tell us that the proposed programme is needed to support local SCPHN workforce demand. There's clear written and verbal employer support for the proposed BU programme.

At the visit we hear how a local PLP is working in partnership with BU on a continuing professional development (CPD) programme for current nursing and midwifery registrants within the 0-19 children and young person's workforce. Some students who've undertaken the CPD module tell us how the support and learning experience at BU has increased their confidence and academic skills and is now encouraging them to apply for the SCPHN programme. They feel motivated and supported by BU in meeting their individual learning needs and adjustments. They confirm tutorial support for assignment development is provided. They're provided with opportunities to provide feedback and give an example of how their feedback is promptly acted upon to meet their needs.

There's documentary evidence of programme co-production with PLPs. The programme team tell us that participants in the curriculum working group include former graduates of BU SCPHN programmes. Notes of programme meetings and PLP representatives confirm that key curriculum decisions are discussed and made in partnership. This includes the decision not to include the independent/supplementary prescribing (V300) programme as part of the SCPHN programme. There's evidence that PADs are also developed in co-production.

BU have contractual agreements in place with PLPs. A sample of signed written agreements demonstrate that PLPs confirm resources and support available to

students in line with programme requirements. At the visit senior PLP representatives confirm that students will be given protected time to undertake the placements and to study for the duration of the programme. They confirm they work in partnership with BU to ensure that there are sufficient practice assessors and practice supervisors to support the anticipated student numbers.

Documentary evidence and the visit tell us that BU have an active group for PUSCs (public involvement in education and research (PIER)) within the faculty. This includes a person who uses services with experience of a SCPHN service. There are documentary examples of ways in which PUSCs have contributed to programme delivery, for example, working with parents who have experience of parental bereavement and how these inform the programme development. The programme team also tell us how the outcomes of research they've undertaken with PUSCs is informing the programme development.

At the visit a PIER representative confirms that they've previously been invited to share their experience with SCPHN students, telling us that there's been some early discussion with the programme team to enable them to be further involved. There's no evidence to assure how PUSCs will be actively engaged in the delivery, assessment, management or evaluation of the SCPHN programme. The evidence of PUSC involvement in recruitment and selection processes is also inconsistent and further evidence is needed to show how BU and PLPs work in partnership to assure this requirement. (Condition one)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: [Standards framework for nursing and midwifery education](#)

MET NOT MET

There's no clear plan for future engagement of PUSCs in the recruitment, delivery, assessment, evaluation and management of the SCPHN HV or SN programme. There's an intention to include PUSC feedback in the PAD but no evidence of PUSC feedback included in the proposed PAD.

Condition one: Provide a PUSC implementation plan and complete practice assessment documentation to ensure that PUSCs relevant to the SCPHN HV and SN fields are involved in the recruitment, delivery, assessment, management and evaluation of the SCPHN programme. (SFNME R1.12, R2.7, R5.14)

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, 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 one: BU provide an implementation plan and PAD which demonstrates how PUSCs are included in the recruitment, delivery, assessment, management and evaluation of the SCPHN programme.

Recruitment questions will draw from a bank of questions agreed with PUSCs. BU and PLPs will explore the use of the PUSC feedback tool 'GATHER' to review ways of improving this further. There's a planned expansion of timetabled delivery by PUSCs to ensure that the lived experience of PUSCs is part of planned delivery for SCPHN students. This includes building on existing relationships with and representation from PUSCs in local community organisations. PUSC feedback and response will be included in the standing agenda of programme management meetings. This will be recorded four times per year as part of the BU annual monitoring and evaluation process.

BU present PUSC feedback documentation in the amended PADs for HV and SN routes. This is based on an established PUSC feedback document. Students are required to provide a plan for how they'll learn from PUSCs as part of their programme and their strategy for developing opportunities for learning from PUSCs and gaining feedback. They're also required to provide written reflection on their learning from PUSC involvement and feedback. Student guidance is provided. A random sample will be selected and reviewed by members of the BU PIER group.

Condition one is met.

Evidence:

Revised practice assessment documents (HV and SN), undated
PUSC implementation plan, undated

Date condition(s) met: 7 June 2023

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**

The independent/supplementary prescriber (V300) isn't included as an element of the proposed SCPHN HV or SN 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, R2.10

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).

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

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

Findings against the standard and requirements

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

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

effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry (R1.1.2)

YES NO N/A

An SPQ programme isn't proposed.

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

YES NO

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

YES NO N/A

R1.3 is not met. Documentary evidence and meetings at the visit confirm there's a recruitment pathway for NHS and non-NHS registered nurses or midwives to secure a commissioned or sponsored place with a PLP and BU. All potential candidates can apply for places on the SCPHN programme through the NHS jobs platform. Opportunities for application are advertised by the PLP and BU. This includes completing a BU application and undertaking a joint interview with BU and the sponsoring PLP. A sponsored/commissioned applicant is provided with an employment contract for the period of the programme. Successful applications are subject to disclosure and barring service (DBS) checks and occupational health assessments.

Documentary evidence and the visit confirms that there's a route for applications for self-employed and self-funded applicants. The route requires candidates to have an identified placement provider in a commissioned 0-19 child and young person's public health service as part of the BU application. Occupational health assessments and DBS checks are undertaken by BU.

At the visit PLPs tell us of the need to fulfil all their HEE commissioned places and they'd encourage all applicants to apply for this before seeking to self-fund. They're unclear of the process they'd undertake to enable applications and selection for a placement from self-employed or self-funded applicants. BU therefore need to work in partnership with PLPs to ensure that there's a clear selection process that enables opportunities for eligible NMC registered nurses and/or registered midwives who are self-employed or self-funded. (Condition three)

Prior to joint interview and selection onto the BU programme, PLPs undertake the initial shortlisting of applicants for commissioned places. However, PLPs can't confirm the measures they take in partnership with BU, to understand and address underrepresentation in the recruitment and selection of SCPHN students.
(Condition two)

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

YES NO N/A

An SPQ programme isn't proposed.

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

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

MET NOT MET

R1.5 is not met. Documentary evidence and meetings during the visit confirm there's a governance structure that provides senior oversight of the quality of practice learning. This assures sufficient placement capacity for the number of successful applicants.

PLPs confirm there's good avenues for communication with BU. BU meet annually with PLPs for strategic review of placement quality for all NMC approved programmes. This includes issues arising for placement capacity and quality. At SCPHN programme level, there's a regular forum between PLPs and the SCPHN programme leader and team to discuss and act on programme level placement capacity and governance. The outcomes from these meetings contribute to the BU strategic overview. NHS England also undertake quarterly commissioning and quality reviews.

There's a contractual process in place with PLPs which confirm that all regulatory requirements are upheld by placement providers. The process for establishing a new PLP includes requiring a signed contract that stipulates joint responsibilities of the programme and placement provider. The process includes assessment of placement capacity and quality through local education audit processes. The selection process for all applicants includes a declaration from the relevant PLP that a suitably qualified practice assessor and practice supervisor is identified.

The requirement for protected learning time is communicated through practice facing programme documents. At the visit, senior PLP representatives confirm support for protected learning time as well as recognition of the time needed by practice assessors and practice supervisors to achieve their role. Practice assessors and practice supervisors tell us they're well supported in their role.

There's an established governance structure to support applications from NHS and non-NHS students with commissioned places. At the visit, senior PLP representatives are unclear of the governance structure, including contractual arrangements, they'd need to put in place to support practice learning for self-funded and self-employed applicants. The governance structure necessary to enable practice learning opportunities for self-employed or self-funded applicants is unclear and needs further development with PLPs. BU need to work in partnership with PLPs to ensure there's a clear governance structure to support opportunities for the recruitment and selection of self-employed or self-funded applicants. (Condition three)

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)

YES NO 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

The independent/supplementary prescribing (V300) programme 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

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

Proposed transfer of current students to the programme under review

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

There's no proposed transfer of current students to the SCPHN programme under review. The last cohort of SCPHN students at BU completed in 2021 and there are no students remaining to transfer.

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

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.

There's no proposed transfer of SCPHN students to the SSSA. The last cohort of SCPHN students at BU completed in 2021 and there are no students remaining to transfer.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to selection, admission and progression are met

YES NO

At the visit, PLPs can't confirm the measures they take to understand and address underrepresentation in the recruitment and selection of SCPHN students. BU needs to work in partnership with PLPs to ensure there's measures taken to understand and address any underrepresentation in the SCPHN programme. (Condition two)

Outcome

Is the standard met?

MET NOT MET

At the visit, PLPs can't confirm the measures they take to understand and address underrepresentation in the recruitment and selection of SCPHN students. BU needs to work in partnership with PLPs to ensure there's measures taken to understand and address any underrepresentation in the SCPHN programme

Condition two: Provide a documented plan in partnership with PLPs that demonstrates how measures to understand and address any underrepresentation will be achieved in the recruitment and selection of SCPHN students. (SFNME R2.6; SPRP R1.3)

PLPs are unclear of the process they'd undertake to enable applications and selection for a placement from self-employed or self-funded applicants. BU therefore need to work in partnership with PLPs to ensure that there's a clear selection process that enables opportunities for eligible NMC registered nurses and/or registered midwives who are self-employed or self-funded.

Condition three: In partnership with PLPs, provide a clear process and related programme documentation that demonstrates the opportunities, arrangements, and governance structure in place to support self-employed or self-funded applicants (SPRP R1.3, R1.5)

Date: 27 April 2023

Post event review

Identify how the condition(s) is met:

Condition two: BU provide a documented plan in partnership with PLPs that demonstrates how measures taken to understand and address underrepresentation in the recruitment and selection of SCPHN students will be achieved. This includes ensuring that advertisements for the SCPHN programme in BU and in PLPs are inclusive, including the use of diverse profiles and images. There's use of strategies to ensure that advertisements and information reach a diverse population. The success of strategies will be evaluated at quarterly programme management meetings where equality, diversity and inclusion data will be monitored, and differential attainment identified and addressed.

Condition two is met.

Evidence:

Plan to understand and manage potential underrepresentation in SCPHN programmes, undated

Condition three: BU, working with PLPs, present a governance framework to demonstrate the opportunities and arrangements to support self-employed or self-funded applicants during recruitment and through the programme. This includes confirmation with PLPs of the arrangements for developing an honorary contract

and indemnity provided for practice learning. There's confirmation that the information included in the framework will be provided to applicants via the programme web pages.

Condition three is met.

Evidence:

Self-funding/self-employed SCPHN student opportunities and governance document, undated

Date condition(s) met: 7 June 2023

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 technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment
- R2.9 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies
- 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, R2.14, R2.15, R2.18, R2.19; 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)
YES NO N/A

An SPQ programme isn't proposed.

- There is evidence that the programme complies with the NMC *Standards for student supervision and assessment* (R2.2)
YES NO
- Where programmes intend to offer admission to an NMC approved independent/supplementary prescribing qualification to SCPHN and/or SPQ students, there is evidence that the prescribing qualification complies with the NMC *Standards for prescribing programmes* (R2.3)
YES NO N/A

The independent/supplementary prescribing (V300) programme 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

A SCPHN public health nurse qualification isn't proposed.

- students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning

disabilities nursing, community mental health nursing, district nursing,
general practice nursing (R2.4.3)

YES NO 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)

YES NO N/A

An SPQ programme isn't proposed.

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

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

YES NO N/A

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

YES NO N/A

A SCPHN public health nurse qualification isn't proposed.

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

YES NO N/A

An SPQ programme isn't proposed.

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

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

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

MET NOT MET N/A

R2.6 is met. Documentary evidence and meetings at the visit confirm that there's general and professional content necessary to meet the core and field standards of proficiency. The programme comprises six 20 credit study units at academic level seven. There are 40 core credits shared across HV and SN routes which is also shared with students undertaking a specialist practice qualification. The general content for these units includes a focus on population health and improvement and developing students to explore and evaluate evidence for research and practice. There's a further 40 credits which is shared between HV and SN fields which provides the context for public health practice and for recognising and addressing health inequalities. The final 40 credits are specific to the HV or SN field. These units focus on the development of their professional role and leadership within their specific field. BU PADs are developed in partnership with PLPs. There are separate PADs for SN and HV to meet core and field specific standards of proficiency. Units are mapped to the SPSCPHN with core and field specific standards for HV and SN.

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

MET **NOT MET** **N/A**

A SCPHN public health qualification isn't proposed.

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

YES **NO** **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. Unit specifications identify the content and assessment necessary to meet the unit outcomes for the fields of HV and SN practice. Each unit is mapped to demonstrate the achievement of overall programme outcomes.

- 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)

YES NO N/A

An SPQ programme isn’t proposed.

- Evidence to ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment (R2.8)

MET NOT MET

R2.8 is met. Documentary evidence and the visit confirm that BU have resources to support technology enhanced and simulation opportunities. BU confirm that the SCPHN programme predominately uses on campus delivery in the theoretical programme. Students have access to the BU virtual learning environment for all online resources. Where there are opportunities for blended digital delivery in theoretical units, these are published to the student via the unit timetable. PLPs provide students with access to laptops for the duration of the programme to access online resources and the BU virtual learning environment.

Simulation will be used proportionately to provide students with opportunities to practice difficult to access scenarios and to rehearse some proficiencies. Examples of simulated learning include supporting bereaved parents or children. In addition, there’s interprofessional opportunities with the social work team to simulate family court scenarios around safeguarding. Simulation also supports learning for the baby friendly initiative. There’s a virtual reality package that’s been produced from a father’s perspective on post-natal depression.

- Evidence to ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies (R2.9)

MET NOT MET

R2.9 is met. Documentary evidence confirms there’s a balance of theoretical and practice learning opportunities over 45 scheduled programme weeks. There’s an overall programme schedule which demonstrates how the programme is structured with balanced opportunities for theoretical and practice learning. The practice learning time also includes 40 days (eight programmed weeks) of supervised continuous practice learning time in the final part of the programme.

Programme documentation confirms that a range of learning and teaching strategies are used. This includes lectures, seminars, tutorials, online digital learning, practice learning and guided independent study. Specialist field lecturers and visiting lecturers ensure application to HV or SN fields. BU confirm there’s an

induction and coaching process and teaching resources and qualifications available to support new lecturers and lecturer practitioners in delivering the learning and teaching strategy.

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

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

YES NO N/A

The programme isn't delivered in Wales.

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

YES NO

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

YES NO

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to curricula are met

YES NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to curricula are met

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 27 April 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 3: Practice learning

Approved education institutions must:

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

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

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

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

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

Standards framework for nursing and midwifery education, specifically R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

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

Findings against the standard and requirements

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

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

MET **NOT MET**

Documentary evidence and meetings during the visit confirm that there are suitable and effective arrangements and governance for practice learning in place for all students. BU have processes to monitor and quality assure practice learning opportunities that enable students to develop, progress and meet the SCPHN SN and HV standards of proficiency in settings that comply with the SSSA requirements.

There's an online programme to manage placement allocation. This includes placement details, records of educational audit and student evaluations of the placement areas. There's access to parts of this resource for placement providers, students and university personnel to support effective information sharing. There's also a placements website holding key documentation and resources to assist practice assessors and practice supervisors.

There's a BU process to agree that a new PLP will be able to meet the requirements of SPRP and the practice learning opportunities necessary to meet SCPHN proficiencies. The BU process to assure the quality and safety of new placement providers is used. This includes a new contract agreed with the placement provider outlining mutual responsibilities for practice learning. The completion of a new placement educational audit to assess placement quality is required.

A team including the university practice learning advisor working with the SCPHN programme leader and relevant academic assessor are responsible for ensuring that new placement areas meet the requirements of SSSA and provide opportunities that enable achievement of SPSCPHN and requirements of SPRP. BU require the placement area to be in a commissioned 0-19 child and young person's public health provider in order to appropriately support self-funded or self-employed students in meeting their requirements. BU also require all students to undertake any mandatory training and support required by PLPs prior to placement. Self-employed and self-funded students are notified that charges for placements, including meeting mandatory requirements may be applied by the placement provider.

There's ongoing monitoring by the team for the duration of the student's placement. Processes are in place to support feedback from student placement evaluations and to review and respond to any student concerns or external quality

assurance issues. There's a committee to oversee governance of practice learning within the faculty.

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

MET **NOT MET**

R3.2 is met. Documentary evidence and meetings at the visit confirm that all SCPHN HV or SN students will have an allocated placement area with an identified practice assessor and practice supervisor agreed in partnership with the employing or supporting PLP. Students are provided with student facing documentation and preparatory sessions to understand their own responsibilities for learning and roles of practice supervisors, practice assessors and academic assessors in practice learning.

The Wessex multi-professional audit and guidance documents are used to evaluate learning environments. The audit document confirms the number of available SCPHN practice assessors and practice supervisors. As this is normally completed on a two-yearly basis, BU and PLPs tell us that practice assessor and practice supervisor details are updated and confirmed annually by service leaders to confirm they meet NMC and programme requirements and have the capacity to support a SCPHN learner. This is completed as part of the agreed SCPHN placement allocation process.

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 is met. Documentary evidence tells us that the programmes for SN and HV provide 28 weeks of protected practice-based learning opportunities. These comprise a combination of two or three practice days per week and one five-day practice learning block in weeks seven, 21 and 35. In agreement with local PLPs practice learning opportunities culminate in 40 days of consolidated practice learning at the end of the programme.

PADs for HV and SN provide a structure to support students' practice learning. This includes the student requirement for self-assessment to underpin the agreement of learning needs in meeting programme outcomes and SPSCPHN. Progress and achievement are monitored in partnership with practice supervisors and assessed by practice and academic assessors.

There's a range of learning opportunities identified for student learning in audits and programme documentation. Students can engage in a variety of learning experiences including with services, agencies and organisations who support infants, children, families, carers and young people. Experiences are offered to help students understand partnership working, statutory responsibilities and the community and locality assets which support public health improvement or specialist referral. All SCPHN students can spend up to five of their practice learning days away from their home learning base observing other aspects of public health.

Students are provided with a summary rationale for their journey through the programme that supports the increasing development of proficiencies in practice. Opportunities for formative assessment of practice learning are identified in the PAD and in the master programme schedule. The summative assessment point is also indicated in the master schedule.

Practice assessors and academic assessors have due regard for HV or SN and monitor that students are working in partnership to develop and achieve their proficiencies through termly meetings. PADs include a process for developing action plans where there are concerns with students' progress.

There's no compensation allowed in theoretical or practice assessment. All programme outcomes and SPSCPHN must be achieved.

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

There's no SCHPHN public health qualification proposed.

- intended community nursing SPQ: these may be within the fields of community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or (R3.3.3)
YES NO 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)
YES NO N/A

An SPQ programme isn't proposed.

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

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

YES NO

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

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

MET NOT MET

R3.5 is met. Documentary evidence and meetings at the visit confirm processes to consider individual learning needs and personal learning circumstances. Students tell us they can register with the BU additional learning support team for support and identification of specific learning needs. This process is student led, but once completed students are encouraged to share with relevant programme staff and practice partners to support reasonable adjustments and accommodation of individual needs. All students also have occupational health assessment as part of programme entry requirements which identifies any long-term health needs. The BU occupational health recommendations process is used to scope individual health circumstances and adjustments required to support learning.

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

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

MET NOT MET N/A

R3.6 is met. The programme schedule and student handbook provide students with a clear overview of theoretical and practice learning tailored to each term in the programme. This information includes the module delivery periods and the dates for submission of both theoretical and practice assessment and demonstrates a period of practice learning. There's a tutorial system which support students' individual development with assessed theoretical work including opportunities for formative feedback.

Practice learning is structured by students' self-assessment and discussion of learning needs with practice supervisors and practice assessors with opportunities for formative feedback and development.

The programme culminates in a period of 40 days of practice learning within their HV or SN placement to support the demonstration of overall proficiency and learning outcomes for the programme.

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

YES NO N/A

An SPQ programme isn't proposed.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to practice learning are met

YES NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to practice learning are met

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 27 April 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 4: Supervision and assessment

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

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

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

- R4.3 ensure practice supervision, the assessment of practice and academic assessment complies with the NMC *Standards for student supervision and assessment*
- R4.4 ensure practice supervisors:
- R4.4.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals or
- R4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students
- R4.5 ensure practice and academic assessors:
- R4.5.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ or
- R4.5.2 can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ
- R4.6 ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking
- R4.6.1 in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN/community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person
- R4.7 provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:
- R4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.7.2 SCPHN public health nurse,
- R4.7.3 their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or
- R4.7.4 other specified field(s) of community nursing SPQ in health and social care
- R4.8 ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met
- R4.9 assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:
- R4.9.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,
- R4.9.2 SCPHN public health nurse practice,

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

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

Standards framework for nursing and midwifery education, specifically: R2.11; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17; R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment, specifically R4.1 – R4.11

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Documentary evidence and the visit confirm that faculty processes are in place to oversee the standard of quality and safety of student support, supervision, learning and assessment on the SCPHN programme and to ensure that standards are monitored and met.

Documentary evidence demonstrates that the faculty academic standards and education committee is responsible for monitoring overall quality and student experience including appointment and oversight of external examiners. The programme team confirm that appointment of the external examiner for the proposed SCPHN programme is ongoing and will be in place prior to programme commencement. There’s an established system of placement evaluations and feedback to practice partners.

PLPs and students confirm that BU processes and communication helps to ensure student support. Processes confirm that students will be supported in accordance with the SSSA. They’re allocated a SCPHN HV or SN registered practice supervisor, practice assessor and academic assessor for the duration of the 52-week programme as relevant to their field of practice. There are processes to support individual learning needs in theory and practice. There’s student signposting to BU resources that support student health and wellbeing including support for those requiring reasonable adjustment. Students’ needs are supported

by a personal tutorial system. There are processes to enable formative feedback throughout the programme both in theory and practice.

Academic assessors, practice assessors and practice supervisors receive appropriate preceptorship and induction. This includes training for equality diversity and inclusion. Contractual arrangements confirm the time needed for practitioners to support student learning.

Documentary evidence confirms there's BU processes to ensure students and PLPs are involved in ongoing programme improvement and feedback including mechanisms to provide feedback to practice assessors and practice supervisors. There are processes for escalating concerns for students and practitioners. At the visit the programme team confirm they receive ongoing information about placement quality from PLPs. They confirm the process of exceptional reporting to the NMC for ongoing risks.

There's documentary evidence of BU fitness to practise procedures. At the visit, senior BU and PLP representatives confirm that as SCPHN students are registrants, employers are involved in the process and relevant outcomes are shared. There's escalation to NMC where required.

All students confirm good health and character at the beginning and end of the programme.

- 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 evidence at the visit confirm there's ongoing liaison and communication with PLP stakeholders in the development of the programme. BU confirm that the programme team are building on the existing regional development of practice supervisors, practice assessors and academic assessors used for approved NMC programmes.

The BU programme team and PLPs confirm that practice assessors, practice supervisors and academic assessors are provided with additional preparation to develop their understanding of programme requirements. There's ongoing support for practice assessors, practice supervisors and academic assessors provided by the programme leader and wider BU team throughout the programme. There's a BU process for preparing and supporting new academic assessors including allocating an identified coach/mentor.

Processes require employers to work in partnership with BU to confirm that they're allocating appropriately prepared practice supervisors and practice assessors. Senior PLPs tell us that the requirements for SCPHN preceptorship and practice assessor and practice supervisor preparation and update are recorded by the organisation as part of confirming that all requirements are met. Confirmed practice assessors and practice supervisors are recorded in educational audit documentation. This is reviewed annually in partnership with the BU programme team as part of the allocation process to ensure that requirements are still met.

- 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 the visit confirm that students are allocated to SCPHN practice supervisors, practice assessors and academic assessors. The PADs provide opportunities for regular liaison between practice supervisors and practice assessors. The overall confirmation of proficiency is agreed between academic assessors and practice assessors as part of the practice assessment process. Achievement of all theoretical and practice learning is confirmed in an ongoing achievement record.

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

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

YES **NO** **N/A**

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

YES **NO** **N/A**

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

YES **NO** **N/A**

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

YES NO N/A

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

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

MET **NOT MET**

R4.6 is met. BU and PLPs work in partnership to allocate students to a practice assessor who is an experienced SCPHN within the relevant HV or SN field of practice. There's a clear student allocation process which is triangulated against information in the educational audit document and updated annually in partnership with service managers who hold records of all SCPHN staff meeting the criteria.

Senior PLP representatives, practice assessors and practice supervisors confirm that there's a required period of preceptorship within each organisation. The length of preceptorship differs between organisations with a minimum of one to a maximum of two years as a registered SCPHN in HV or SN practice required. Previous training and experience as a practice supervisor and/or practice assessor for other NMC students is recognised as part of the ongoing individual development of practice supervisors and practice assessors. All practice assessors and practice supervisors will receive specific preparation for the BU SCPHN programme. Practice assessors and practice supervisors confirm the close working relationship with BU, including regular meetings with academic assessors and ongoing support with the supervision and assessment of students.

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

MET **NOT MET**

R4.6.1 is met. Documentary evidence and the visit confirm processes in place to ensure that the same person fulfils the role of practice supervisor and practice assessor in exceptional circumstances only. Once a student is allocated to a placement, practice learning advisors link with placement settings. Where students or PLPs identify there are exceptional circumstances occurring this will be escalated to the programme leader. An agreed, time limited action plan is initiated with the PLP and the student learning experience is monitored. A new practice

assessor or practice supervisor will be identified if circumstances are unlikely to be resolved in the short term. An example of exceptional circumstances includes the sudden illness or absence of a practice supervisor or practice assessor.

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

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

- their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse (R4.7.1) YES NO N/A
- SCPHN public health nurse (R4.7.2) YES NO N/A

A SCPHN public health nurse field isn't proposed.

- their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R4.7.3) or YES NO N/A

An SPQ programme isn't proposed.

- other specified field(s) of community nursing SPQ in health and social care (R4.7.4) YES NO N/A

An SPQ programme isn't proposed.

- There is evidence that all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met (R4.8) YES NO

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

- their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse (R4.9.1) YES NO N/A

- SCPHN public health nurse practice (R4.9.2)

YES NO N/A

A SCPHN public health nurse field isn't proposed.

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

YES NO N/A

An SPQ programme isn't proposed.

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

YES NO N/A

An SPQ programme isn't proposed.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to supervision and assessment are met

YES NO

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to supervision and assessment are met

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 27 April 2023

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 5: Qualification to be awarded

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

- R5.1 ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters' level
- R5.2 inform the student that the SCPHN award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered
- R5.3 inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration
- R5.4 inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme. If they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber, and
- R5.5 inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice.

Standards framework for nursing and midwifery education, specifically R2.11, R2.20

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' degree (R5.1)
YES **NO**
- Processes are in place to inform the student that the SCPHN award must be registered with the NMC within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered (R5.2)
YES **NO** **N/A**
- Processes are in place to inform the student that the community nursing SPQ award must be registered with us within five years of successfully

completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration (R5.3)

YES NO 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

An independent/supplementary prescribing (V300) programme isn't included.

- 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

An independent/supplementary prescribing (V300) programme isn't included.

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 award with registration as 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

Date: 27 April 2023

Post event review

Identify how the condition(s) is met:

N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Section four

Sources of evidence

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

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

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>If you stated no above, please provide the reason and mitigation:</p> <p>University handbook: university information is provided through the programme student handbook and through documented processes and weblinks to university information.</p> <p>Practice learning environment handbook: equivalent information is included in practice facing information including the PAD, SSSA guidance and educational audit and guidance.</p> <p>Written agreements to support apprenticeships: there's no apprenticeship proposed.</p>		
<p>List additional documentation:</p> <p>Post visit documents to support that the conditions are met:</p> <p>Revised practice assessment documents (HV and SN), undated</p> <p>PUSC implementation plan, undated</p> <p>Plan to understand and manage potential underrepresentation in SCPHN programmes, undated</p> <p>Self-funding/self-employed SCPHN student opportunities and governance document, undated</p>		
<p>Additional comments: None identified.</p>		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study: There are no current SCPHN students. We met with five post registration nursing students from a BU level six continuing professional development module.		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no apprenticeship proposed.		
Additional comments: None identified.		

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

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If practice learning environments are visited, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, system regulator reports list: Hampshire Hospitals NHS Foundation Trust Care Quality Commission (CQC) report, 7 April 2020 The Royal Bournemouth Hospital CQC report, 28-29 September 2022 Salisbury District Hospital CQC report, 7 October 2021 Salisbury NHS Foundation Trust CQC report, 13 November -7 December 2018 University Hospitals Dorset NHS Foundation Trust, 20 April 2021		
If you stated no above, please provide the reason and mitigation: The visit is undertaken through remote means. BU is an established AEI; a resource check is not required.		
Additional comments: None identified.		

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Issue record

Final Report

Author(s):	Patricia Hibberd Jonathan Fisher	Date:	9 May 2023
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