

Programme approval report

Section one

Programme provider name:	Buckinghamshire New University
Programmes reviewed:	<p>Specialist practice qualification:</p> <p>Community children’s nursing <input type="checkbox"/></p> <p>Community children’s nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Community learning disabilities nursing <input type="checkbox"/></p> <p>Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Community mental health nursing <input type="checkbox"/></p> <p>Community mental health nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>District nursing <input checked="" type="checkbox"/></p> <p>District nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>General practice nursing <input type="checkbox"/></p> <p>General practice nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p> <p>Health and social care nursing <input type="checkbox"/></p> <p>Health and social care nursing with integrated independent and supplementary prescribing (V300) <input type="checkbox"/></p>

	<p>Community nurse specialist practice (NMC 2022) apprenticeship:</p> <p>Community children’s nursing apprenticeship <input type="checkbox"/></p> <p>Community children’s nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Community learning disabilities nursing apprenticeship <input type="checkbox"/></p> <p>Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Community mental health nursing apprenticeship <input type="checkbox"/></p> <p>Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>District nursing apprenticeship <input type="checkbox"/></p> <p>District nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>General practice nursing apprenticeship <input type="checkbox"/></p> <p>General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p> <p>Health and social care nursing apprenticeship <input type="checkbox"/></p> <p>Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship <input type="checkbox"/></p>
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Title of programme(s):	PGDip in Specialist Practice Qualification (District Nursing)
Academic levels:	
SPQ Community children's nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community learning disabilities nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community mental health nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ District nursing	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7 SCQF

	<input type="checkbox"/> Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ General practice nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Health and social care nursing	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community children's nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Community learning disabilities nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7

	<p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community mental health nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ District nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ General practice nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>
<p>SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 11</p>

SPQ Health and social care nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ Health and social care nursing 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:	21 March 2024
Programme start date:	
SPQ Community children's nursing	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community learning disabilities nursing	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community mental health nursing	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300)	
SPQ District nursing	16 September 2024
SPQ District nursing with integrated independent and supplementary prescribing (V300)	
SPQ General practice nursing	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	
SPQ Health and social care nursing	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	
SPQ Community children's nursing apprenticeship	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	

SPQ Community learning disabilities nursing apprenticeship	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community mental health nursing apprenticeship	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ District nursing apprenticeship	
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ General practice nursing apprenticeship	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Health and social care nursing apprenticeship	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
QA visitor(s):	Registrant Visitor: Virginia Mitton Lay Visitor: Phil Stephenson

Section two

Summary of review and findings

Buckinghamshire New University (BNU) is an established Nursing and Midwifery Council (NMC) approved education institution (AEI) who are experienced in the delivery of NMC post-registration programmes. BNU present for approval a postgraduate diploma (PGDip) specialist practice qualification (SPQ) in district nursing (DN). The academic level seven 120-credit programme is delivered full-time over 52 weeks with a balance of 44 percent theory and 56 percent practice. Integrated independent and supplementary nurse prescribing (V300) isn't included. There's evidence that practice learning partners (PLPs) require that the focus of the proposed programme is the development of SPQ DNs who can demonstrate the advanced leadership skills required to deliver a service that meets the needs of the local population. There's a commitment to support DNs to access the V300 award in the future. The programme is delivered once a year with an expected cohort of 10 to 15 students.

The programme is delivered at the High Wycombe campus.

There's evidence that the programme team are appropriately qualified and experienced for programme delivery. Academics have SPQ DN or specialist community public health nurse (SCPHN) qualifications. The team have teaching qualifications including the NMC teacher qualification.

There's evidence of effective collaborative working across the programme with all stakeholders. The programme is developed to meet the Standards of proficiency for community nursing SPQs (SPCNSPQ) (NMC, 2022), the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023) and BNU programme requirements. There's evidence of co-production with stakeholders including PLPs, people who use services and carers (PUSCs), the programme external examiner and students. Evidence of consultation meetings, questionnaires, presentations and discussions confirm how BNU work with stakeholders to develop the programme. The involvement of PUSCs and students in programme development has informed increased inter-professional learning (IPL) and opportunities for simulated learning, changes to the assessment methodology and a flexible programme structure. PLP co-production informed the decision and rationale to not include the integration of the V300 award. A blended learning approach using synchronous and asynchronous online digital resources provides flexibility and accessibility for students.

There's evidence that confirms BNU and PLPs work in partnership to ensure that practice learning governance processes are in place that monitor practice learning capacity and adherence to the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023). PLP written practice learning agreements are in place.

The programme is offered to non-NHS, self-employed and self-funded applicants. There's evidence that BNU and PLPs have an agreed process in place that supports these applications. PLPs confirm that practice learning arrangements and governance structures are in place to support all students including non-NHS, self-employed and self-funded students.

There's assurance of a commitment from senior BNU staff to ensure that appropriate programme resources are in place to effectively deliver the programme.

BNU present the core SPQ practice assessment document (PAD) that's developed nationally by the Association of DN and Community Nurse Educators (ADNE). The PAD is contextualised to the proposed SPQ programme. The core ADNE SPQ PAD is subject to an existing NMC condition therefore a legacy condition is applied at the visit. The programme team are required to submit the revised ADNE SPQ PAD that's being reviewed and updated by the ADNE in response to the condition set at the initial consideration of the core PAD.

There's evidence of partnership working between BNU and PLPs to manage and mitigate any risks to the quality and safety of student practice learning. There are collaborative processes in place to address concerns identified through system regulator reporting including any adverse Care Quality Commission (CQC) reports. CQC updates are reviewed and monitored by BNU academic practice learning leads. Where practice learning concerns are identified practice learning environments are reviewed and monitored using the pan-London educational audit. This is additional to the two-yearly educational audit process for all practice learning environments. There's evidence of processes to ensure that any theory and practice learning concerns can be raised, reviewed and monitored.

Students, practice assessors and practice supervisors know how to raise practice and theory learning concerns. Processes are clearly detailed in programme documentation.

There's evidence that equality, diversity and inclusion (EDI) training is completed by all staff and PUSCs. BNU have a comprehensive action plan that includes targeted activities focused on creating an equitable learning environment to address diverse learning needs. It aims to involve and empower the local community, tackle inequalities and develop a culture of belonging and inclusion. EDI monitoring is completed at examination boards, and differential attainment is considered at monthly retention and attainment panels. Support systems are in place to ensure that the programme team can identify students who require additional support.

This visit is undertaken by remote means.

The Standards framework for nursing and midwifery education (SFNME) (NMC 2018) isn't met at programme level as a condition applies. The SSSA are met at programme level.

The programme is recommended for approval subject to one legacy NMC condition.

Updated 26 April 2024:
BNU provide evidence to meet the legacy NMC condition.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

Recommended outcome to the NMC:

Programme is recommended to the NMC for approval

Programme is recommended for approval subject to specific conditions being met

Recommended to refuse approval of the programme

Conditions:

Effective partnership working: collaboration, culture, communication and resources:

None identified.

Selection, admission and progression:

None identified.

Practice learning:

None identified.

Assessment, fitness for practice and award:

None identified.

Education governance: management and quality assurance:

	Condition one: Provide confirmation that the core ADNE SPQ PAD is recommended for approval to the NMC. (SFNME R2.1; SPRP R4.8)
Date condition(s) to be met:	26 April 2024
Recommendations to enhance the programme delivery:	None identified.
Focused areas for future monitoring:	None identified.

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
Documentary evidence confirms that the core ADNE SPQ PAD is recommended for approval by the NMC.. Condition one is met.	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	Two minor factual changes: <ul style="list-style-type: none"> The programme lead is writing a book chapter, not a book (page 16). The conference where students meet members of the public is a student-led conference (page 28).
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:	26 April 2024

Section three

NMC Programme standards
Please refer to NMC standards reference points:

NMC Programme standards

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

Partnerships

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

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

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

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with people who use services and other stakeholders

R1.13 work with service providers to demonstrate and promote inter-professional learning and working

Standard 2: Educational governance and quality:

S2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, people who use services, students and all other stakeholders

R2.4 comply with NMC [Standards for student supervision and assessment](#)

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that people who use services and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

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

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

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Documentary evidence and the visit confirm that BNU work in partnership with PLPs at strategic and operational levels to ensure that the SPQ DN workforce are prepared to meet the needs of the local population. PLPs tell us that they've an excellent working relationship with the programme team and are involved in regular meetings and events to promote co-production and to ensure that the programme meets local workforce needs. Senior PLPs confirm that while they recognise the importance of the V300 award, they require a programme that ensures the development of SPQ DNs who can demonstrate the core skills required to effectively lead and manage the delivery of local community nursing services. They confirm that they'll support SPQ DNs to undertake the V300 award in future through a process of professional development reviews.

PLPs confirm their significant involvement in programme co-production and tell us about how the programme team listen to their views and how their feedback informs the development of the programme. They describe how, for example,

attendance at a programme consultation awayday and involvement in a variety of feedback opportunities ensures that they can influence ongoing programme development. They tell us that they've influenced a flexible full-time programme structure that supports their workforce requirements. They commend the programme team who they tell us ensure the development of excellent SPQ DNs.

Documentary evidence and the visit confirm that BNU and PLPs work collaboratively to ensure an effective recruitment and selection process. PLPs confirm that BNU work well with them throughout the process ensuring that applicants meet NMC requirements at application to the programme. There's documentary evidence of governance structures in place to support all applicants including those non-NHS employees who are self-employed and self-funding. Senior PLPs tell us that they'll support students who are self-employed and self-funded through honorary learning contracts and that this is achieved in partnership with BNU.

Documentary evidence and the visit confirm that BNU and PLPs work collaboratively to address practice learning concerns. Senior PLPs tell us that BNU are responsive if practice learning concerns are reported. They tell us that there are effective processes in place to manage and action plan any concerns. Documentary evidence and PLPs confirm that there are effective processes in place to provide assurance of compliance with the SSSA.

Documentary evidence and the visit confirm that the lived experience of PUSCs to challenge and influence practice is valued by the programme team and across BNU. There's an expert by experience strategy that details clear processes which ensure that appropriate and relevant preparation and training is in place for PUSCs who engage with students. One PUSC representative describes their involvement in the development of the strategy. They tell us that the experience made them feel like a valued member of the BNU team. They believe that BNU are committed to the lived experiences of PUSCs and that this isn't viewed as a token gesture.

PUSC involvement is embedded across the programme. PUSCs confirm co-production through a range of consultation opportunities. There's clear evidence of PUSC co-production across the programme. They tell us about their involvement in the recruitment and selection process and the work undertaken to develop a support plan to develop and train PUSCs to undertake interviews. They tell us how they're supported by the programme team to undertake unconscious bias training before undertaking interviews, and that they've developed interview questions. There's evidence of how PUSCs work with the programme team to develop learning opportunities through a range of scenarios and case studies. PUSCs deliver lived experience presentations to students that confirms their engagement in the assessment process. PUSCs tell us that they feel valued and are very much part of the programme team.

PUSCs' lived experience is effectively evidenced by the programme team in programme documentation. PUSCs describe how their experiences are a powerful addition to the teaching and learning strategy. They tell us that they feel thoroughly prepared by the programme team before any involvement in teaching and that there's programme team support for debrief opportunities. One PUSC representative tells us about their work with the programme lead that includes attendance at a national conference and their contribution to a book chapter that's being written for publication by the programme lead.

Documentary evidence and the visit confirm that student feedback is obtained through a series of meetings, stakeholder events, questionnaires and programme evaluations. Students tell us that their feedback is valued and that they feel listened to. They provide feedback through practice evaluation at the end of each term, through module evaluation, programme committee meetings and at an end of programme evaluation day. The student voice has informed changes to the programme to include increased simulated learning experiences, support for digital skills and a greater involvement of PUSCs.

Students are allocated to personal tutors for the duration of the programme in addition to the support provided by assigned academic assessors, practice assessors and practice supervisors. Students describe how they're well supported by staff who've an open-door policy and who respond to queries quickly. Students tell us that they're appropriately and effectively supported by BNU and PLPs throughout the programme.

Students have full access to wider BNU support systems that include the student learning and achievement team, who provide support for the development of a range of academic skills. There's support for students whose second language is English. The BNU inclusion, diversity and disability team provide assessment support for students and work with the programme team to ensure that all students have equal opportunities to succeed. The student hub support students in a number of ways including, for example, with the BNU hardship fund who provide discretionary financial assistance to help students access and remain in higher education. The BNU future success is a package that can support students with the cost of learning support materials that are specific to their learning needs. Students tell us that they can access travel concessions by applying to the student union.

BNU has a range of services to support student health, wellbeing and pastoral care. These include a dedicated counselling service that provides a confidential space to support personal, emotional or academic concerns. Students tell us that BNU is very responsive and supportive if any additional needs are identified or declared and that the preparation for future DN practice is excellent.

Documentary evidence and the visit confirm that there are effective processes in place to listen to and address student concerns. Student and practice assessor and practice supervisor facing documentation detail the process for students to

raise concerns about theory or practice learning. Practice assessors and practice supervisors confirm that they know how to raise any concerns about student performance and progression. They confirm that programme documentation details the processes for recording concerns in the PAD, and that they report any concerns to the nominated person in practice and academic assessors. Students tell us that they know how to raise concerns in practice and that they can report these to practice assessors, practice supervisors, academic assessors and the nominated person in practice. They tell us that if they've got any concerns about theory learning, they're confident to report these to the programme team. Students commend the programme team for the support and guidance they provide across all areas of the programme. They tell us about how responsive the programme team are if there are any questions, issues or concerns.

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

MET NOT MET

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

MET NOT MET

Post Event Review

Identify how the condition is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Independent/Supplementary Prescriber (V300)

Please indicate whether the V300 is a compulsory or optional element of the Specialist practice programme.

Optional Compulsory N/A

A V300 route isn't proposed.

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

YES NO

OR

If V300 is approved against [Standards for prescribing programmes](#) and [Standards of proficiency for nurse and midwife prescriber](#) provide the date it was approved:

18 March 2021

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

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

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

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

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

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

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

- R1.6.1 programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice
- R1.6.2 programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice
- R1.7 where programmes intend to offer SCPHN and/or SPQ students admission to an NMC approved independent/supplementary (V300) prescribing programme consider recognition of prior learning that is capable of being mapped to the *Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers for applicants*, and
- R1.8 where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing qualification to SCPHN and/or SPQ students, ensure that the applicant is a registered nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry.

[Standards framework for nursing and midwifery education](#), specifically R2.6, R2.7, R2.8, R2.9, R2.11

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

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

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

Findings against the standard and requirements

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

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

N/A ☒

A SCPHN programme isn't proposed.

- Evidence of processes to ensure that the applicant is a NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry (R1.1.2)
YES NO N/A
- Processes are in place to confirm on entry that each applicant selected to undertake a SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme (R1.2)
YES NO
- Evidence of selection process that demonstrates opportunities that enable eligible NMC registered nurses and/or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme (R1.3)
N/A

A SCPHN programme isn't proposed.

- Evidence of selection process that demonstrates opportunities that enable eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme (R1.4)
YES NO N/A

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

- Evidence that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected learning time, to enable students to undertake and be appropriately supported throughout the programme (R1.5)
MET NOT MET

R1.5 is met. Documentary evidence and the visit confirm a collaborative recruitment and selection process. Applicants supported by NHS employers apply directly using the NHS jobs platform. A flow chart indicates that non-NHS, self-employed and self-funded students apply through the BNU application portal on the BNU website; this details the necessary information to apply for entry to the programme. Non-NHS, self-employed and self-funded applicants are supported to secure a practice learning placement with a PLP who agrees to support them through a documented honorary contract process.

All applicants must meet the NMC requirements for entry to the SPQ programme. PLPs confirm that appropriately experienced and prepared practice assessors and practice supervisors are assigned to supervise and assess students in practice learning environments. PLPs review all applications in partnership with the programme team. Interviews are a collaborative process between PLPs, PUSCs and the programme team. PUSCs are involved in the development of interview questions.

There are established and effective partnerships between BNU and PLPs to support student practice learning. There are regular communication opportunities between students, practice assessors, practice supervisors and academic assessors at tripartite meetings and joint planning sessions that provide opportunities for feedback. Theory and practice learning processes include module-level check-ins and mid-term surveys that provide opportunities for students, practice assessors, practice supervisors and academic assessors to raise any issues or concerns.

Quality assurance processes are in place to identify any areas for improvement that PLPs confirm they're required to address. PLPs demonstrate a clear commitment to ensure protected learning time for students and for practice assessors and practice supervisors to support students.

There's assurance that the quality and safety of practice learning environments is reviewed and monitored every two years using the pan-London educational audit process. PLPs and the programme team tell us that if there are any concerns, practice learning educational audits are undertaken more frequently to ensure that practice learning environments are supported to either safely continue to support students or to withdraw them from practice if required.

Written placement agreements confirm that the necessary arrangements and governance structures are in place to support practice learning and protected learning time. Students tell us that practice learning opportunities are protected and that they don't have any issues accessing protected practice and theory learning time.

Documentary evidence and PLPs confirm that equitable arrangements and governance structures apply to non-NHS, self-employed and self-funded students who're supported to secure a practice learning placement with them through a documented honorary contract process.

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

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

A V300 route isn't proposed.

- 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

A V300 route isn't proposed.

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** will be met through the transfer of existing students onto the proposed programme.

Current students won't transfer onto the proposed programme. Students confirm that they're aware that they'll be supported to complete the current programme.

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

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

The SSSA is implemented across all BNU NMC programmes.		
Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>		
Outcome		
Is the standard met?	MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 21 March 2024		
Post event review		
Identify how the condition(s) is met:		
N/A		
Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A		

Standard 2: Curriculum
<p>Approved education institutions, together with practice learning partners, must:</p> <p>R2.1 confirm programmes comply with the NMC <i>Standards framework for nursing and midwifery education</i> including the confirmation of appropriately qualified and experienced people for programme delivery for:</p> <p>R2.1.1 all selected fields of SCPHN practice and/or SCPHN PHN practice and/or for</p> <p>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</p> <p>R2.2 confirm SCPHN and/or SPQ programmes comply with the NMC <i>Standards for student supervision and assessment</i></p> <p>R2.3 confirm SCPHN and/or community nursing SPQ programmes that include admission to NMC approved prescribing qualification comply with the NMC <i>Standards for prescribing programmes</i></p> <p>R2.4 state routes within the programme for:</p> <p>R2.4.1 students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse</p> <p>R2.4.2 students to enter the SCPHN register for the public health nurse qualification</p>

- R2.4.3 students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing
- R2.4.4 students to annotate their registration in community nursing SPQ practice in health and social care
- R2.5 ensure programme learning outcomes reflect the:
- R2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing
- R2.5.2 core standards of proficiency for SCPHN that are tailored to public health nursing
- R2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice
- R2.6 set out the general and professional content necessary to meet the:
- R2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,
- R2.6.2 core standards of proficiency for SCPHN public health nurse qualification
- R2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care
- R2.7 set out the content necessary to meet the programme outcomes for each intended field of:
- R2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,
- R2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care
- R2.8 ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies
- R2.9 ensure technology-enhanced and simulated learning opportunities are used effectively and proportionately across the curriculum to support learning and assessment
- R2.10 ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language, and
- R2.11 ensure programmes are:
- R2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award

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

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

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

Findings against the standard and requirements

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

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

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

A SCPHN programme isn't proposed.

- all selected fields of community nursing SPQ practice and/or in other specified fields of community nursing SPQ in health and social care practice (R2.1.2)
YES NO N/A

- 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

A V300 route isn't proposed.

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

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

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

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

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

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

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

N/A

A SCPHN programme isn't proposed.

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

N/A

A SCPHN programme isn't proposed.

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

MET **NOT MET**

R2.6.3 is met. Documentary evidence and the visit confirm that all module learning outcomes are mapped to the SPCNSPQ and are tailored to the field of DN practice. Module content reflects the general and professional content required to meet the SPCNSPQ and to ensure that students are prepared for SPQ DN community nursing practice. Shared learning promotes IPL opportunities across theory and practice. Students learn with SCPHN students. All shared modules have field specific seminars that support students to contextualise learning to SPQ DN practice.

Students tell us that practice learning opportunities support IPL and describe examples of the range of community specialist teams they can learn from. They confirm that this learning provides the opportunity to reflect on how their own field of community nursing applies to wider community nursing practice. They record reflections on IPL experiences in the PAD, including how this informs their progression towards achievement of the SPCNSPQ. Documentary evidence further demonstrates how practice learning promotes IPL opportunities enabling students to work alongside professionals from different disciplines and develop skills in teamwork, communication and care. Students can work with community

physiotherapists, occupational therapists, doctors, paramedics, pharmacists and social workers. Students tell us that these learning experiences link well to contemporary DN practice. The programme structure incorporates blocks of practice learning into terms one and two to enable students to arrange alternative learning experiences with other disciplines in agreement with practice assessors.

PUSCS tell us that they're able to share lived experiences of DN care delivery in a classroom session. Students tell us that this learning is beneficial. The programme team tell us and students confirm that they put on a student-led conference that allows them to interact with the members of the public.

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

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

N/A

A SCPHN programme isn't proposed.

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

MET **NOT MET**

R2.7.2 is met. The programme specification provides assurance that module content is designed in collaboration with all stakeholders and enables students to achieve the programme learning outcomes. Content is specific and relevant to the DN field of community practice and ensures students can meet the SPCNSPQ.

PUSCs tell us that their contributions to the content of the programme is important to ensure students understand how to support and work with people to ensure that they can be cared for in their communities. Students tell us they learn from a wide range of expert speakers including pharmacists, justice nursing, inclusion health, law enforcement agencies, substance misuse services, social work and safeguarding services. They tell us that theory learning prepares them for practice. They tell us about the opportunity to attend conferences about female genital mutilation and violence against women delivered by the police service to provide wider learning experience. Students tell us these types of learning opportunities support a clearer understanding of how to identify similar potential issues in practice.

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

MET **NOT MET**

R2.8 is met. Documentary evidence and the visit confirm that the programme offers a balance of 44 percent theory and 56 percent practice learning opportunities. The programme structure demonstrates how the balance of theory and practice with a period of consolidation supports students to demonstrate leadership and management skills. The flexible independent learning day's structure ensures that opportunities for practice learning experiences aren't missed. The blended learning approach combines classroom sessions with online workshops and asynchronous content delivered on BNU's virtual learning environment (VLE). This online platform provides a space for collaborative learning, access to digital resources and interactive activities to support supervision, learning and assessment. There's information related to using the VLE in the programme handbook. Students tell us that there's support to access library resources and that they've access to the health subject librarian. The VLE has all the learning resources that students need and there are links to the online library to access module recommended reading. There's a resource guide to support students in practice to access libraries across the practice learning environments.

Documentary evidence and the visit confirm that reflective practice is a feature in all modules and that students are encouraged to develop self-awareness and identify areas for improvement through a continuous review of practice and academic learning experiences. These are documented in the PAD.

Students tell us that practice supervisors provide effective support and guidance to enable them to develop their skills and to gain confidence and competence. They confirm that there's a team-based approach where practice assessors and practice supervisors work closely with them and academic assessors to address any challenges or areas for further skills development. The PAD requires evidence of progression towards achievement of the SPCNSPQ and records evidence that practice learning hours are achieved.

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

MET **NOT MET**

R2.9 is met. Documentary evidence and the visit confirm that BNU have learning technologists who support staff and students with technology-enhanced learning tools. Online learning platforms include Blackboard, Padlet and Mentimeter. Students can access support to access and use technology through training and bespoke sessions with BNU's learning technologists. Lecture capture is used to further enhance the use of BNU's VLE and supports widening accessibility for students with additional learning support needs. Students are prepared for online learning in an induction week. Students tell us that technology support is excellent and that they use the BNU application to access wider BNU resources.

Simulated learning is used to support authentic learning opportunities and the application of theory to practice. The BNU skills acquisition and simulation teams have dedicated technical staff to support simulated learning. Simulation suites have cameras and television displays that enable simultaneous observation of students using simulated learning techniques. There's a range of mid- and high-fidelity manikins and human patient simulators, scrub sinks and disposable clinical equipment. A simulated living room with viewing gallery is used to replicate a community nursing environment. BNU have a wide range of specialist equipment that includes, for example, a dementia experience simulation frailty suit.

Students tell us that simulation is an important aspect of the programme and that they can access simulated learning to practice technical skills and use technology in a safe and supportive environment. PUSCs confirm that they participate in role play sessions to create realistic scenarios. They have the opportunity to provide students with feedback on their clinical and communication skills.

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: 21 March 2024	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 3: Practice learning
<p>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</p> <p>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 <i>Standards for student supervision and assessment</i> 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 <i>Standards for student supervision and assessment</i> 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</p>

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

- R3.6.1 intended field of SCPHN practice, SCPHN PHN practice or
- R3.6.2 their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice.

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

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

Findings against the standard and requirements

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

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

MET

NOT MET

R3.1 is met. Documentary evidence and the visit confirm that there are effective arrangements and governance in place in practice learning environments for all students. Governance is assured through effective strategic and operational partnership working. There's evidence of how the SSSA is applied in practice learning environments that are monitored and quality assured to ensure that they provide appropriate practice learning opportunities for students. There's a partnership approach that ensures practice learning environments meet the requirements of the pan-London educational audit process for assuring the safety and quality of practice learning. There's assurance that practice learning environments are appropriate to enable learning opportunities that support progression and achievement of the SPCNSPQ.

Non-NHS, self-employed and self-funded students are supported to apply to the programme. Documentary evidence and the visit confirms that the governance arrangements and processes that are in place for practice learning apply to and support non-NHS, self-employed and self-funded students. All practice learning environments must meet the pan-London educational process.

- 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 the visit confirm that processes are in place to ensure that all students work in partnership with BNU and PLPs to arrange supervision and assessment that complies with the SSSA. PLPs confirm their commitment to the processes that ensure all practice learning environments meet the SSSA. This includes the requirement for protected learning time. Systems are in place to ensure there's practice assessor and practice supervisor capacity to support students in practice learning environments.

The programme handbook, the PAD and practice assessor and practice supervisor facing programme documentation provide evidence of the agreed roles and responsibilities of students, practice assessors, practice supervisors and academic assessors in arranging supervision and assessment. Nominated practice assessors and practice supervisors must evidence an SPQ DN qualification and experience of working in the role.

Students are introduced to the programme expectations in an induction week. Practice education leads and the programme team meet with students to establish practice expectations, emphasising the collaborative partnership between BNU and PLPs that supports positive student experiences. The requirement for students to uphold the NMC Code (2018) within the limits of their competence and maintain professionalism both at BNU and in practice is emphasised in programme documentation. Students confirm they're made aware of their own responsibilities for learning.

The PAD provides a framework for students to work in partnership with practice assessors, practice supervisors and academic assessors. Practice assessors and practice supervisors describe how they enjoy an extremely positive relationship with the programme team and how they work effectively in true partnership with each other.

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

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

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R3.3.2)

N/A

A SCPHN programme isn't proposed.

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

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

R3.3.3 is met. Documentary evidence and the visit confirm that BNU and PLPs work in accordance with the pan-London educational audit process that monitors the availability, suitability and capacity of practice learning environments. There must be evidence that learning opportunities are available to support achievement of the SPCNSPQ.

Programme documentation confirms that practice learning opportunities support students to progress towards achievement of the SPCNSPQ. The PAD is the framework for practice learning assessment. Self-assessment at the start of the programme using strengths, challenges, opportunities and barriers enables students, practice assessors and practice supervisors to inform the development of a learning agreement that identifies appropriate learning opportunities. The learning agreement is reviewed to monitor progression towards achievement of the programme outcomes and the SPCNSPQ. The process requires students to reflect on learning and progression and record this in the PAD. Students can access a range of experiences in community healthcare settings that enable them to apply their theoretical knowledge and develop practical skills.

There's a tripartite arrangement that ensures practice assessors, practice supervisors and students meet to review progression towards achievement of the SPCNSPQ. Progress and achievement are recorded in the PAD. If there are any concerns about progression, action plans are developed and there's documented agreement about how progress is monitored.

Successful achievement of the SPCNSPQ is confirmed and recorded at a final tripartite meeting by practice assessors and agreed by academic assessors. Where students don't successfully achieve all the proficiencies, practice assessors and academic assessors confirm and record that the SPCNSPQ isn't met. Results are ratified at an assessment board following review by the programme external examiner. An action plan must be developed in partnership with practice assessors, students and academic assessors to support student progress towards final achievement of the programme.

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

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

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

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

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

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 the visit confirm that BNU have a diverse student population and that they aim to create a learning environment that supports equal opportunities and respects differences. Data collection and analysis is used to identify any areas that require additional student support. Students tell us that they feel fully supported and that their needs are respected in both academic and practice settings. Teaching, learning and assessment materials are inclusive and de-colonised to ensure that they're reflective of the student population.

The senior BNU team tell us that there's research being undertaken at BNU examining the practice learning experiences of different student ethnic groups. This considers how they can support and enhance EDI across the student experience. There's also an ongoing project that the practice education lead and the inclusion, diversity and disability team are undertaking to ensure that student reasonable adjustments enable them to learn safely and effectively in practice learning environments.

The programme team use formative assessments at the beginning of the programme to identify any learning needs and they can refer students to the inclusion, diversity and disability team to make recommendations for any reasonable adjustments to support learning and assessment. They timetable sessions with the student learning and achievement team to support students with their academic writing skills. The programme team make all learning materials available 48 hours in advance of each lesson to ensure accessibility for all students. Attendance is monitored and any students not engaging are identified by the programme lead and a tripartite meeting is arranged with students, practice assessors and academic assessors to support them to reach their full potential.

Support learning agreements set out clear statements of commitment between students, the programme team, practice assessors, practice supervisors and academic assessors. There's evidence of clear guidance by the BNU inclusion, diversity and disability team that supports students who require reasonable adjustments. Students can self-refer to support services and are encouraged to share any additional needs, personal circumstances and request any reasonable adjustments with the programme team, practice assessors and practice supervisors. In the PAD, there's a sharing additional needs form that students can complete if they choose to share any additional learning needs with practice assessors and practice supervisors. This ensures that arrangements can be made for reasonable adjustments to be put in place to support theory and practice learning. Students tell us that their needs are consistently met and that they're effectively supported both in practice and in theory.

To support further access to the programme there's a range of bridging modules available for potential students interested in undertaking the programme but who don't have the required academic qualifications to work at academic level seven. The modules support the development of, for example, the academic writing skills required for studying at academic level seven.

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

- intended field of SCPHN practice, SCPHN PHN practice or (R3.6.1) **N/A**

A SCPHN programme isn't proposed.

- their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice (R3.6.2) **MET** **NOT MET** **N/A**

R3.6.2 is met. BNU is committed to providing a range of learning experiences tailored to the individual needs and developmental stage of students. There's clear evidence that BNU fully respect student diversity and are committed to supporting individual learning needs.

The identification of student strengths and areas for improvement are established and continually monitored throughout the programme. Tripartite meetings provide the opportunity for students to receive feedback on practice learning progression. These are held in each term and require practice assessors and practice supervisors to record feedback on student progression towards achievement of the SPCNSPQ in the PAD. Action plans are developed and regularly reviewed for

students who require additional support. Feedback is continuously reviewed across the programme and during a period of consolidated practice.

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: 21 March 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 4: Supervision and assessment

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

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

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

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

R4.4 ensure practice supervisors:

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

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

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

Standards for student supervision and assessment

Findings against the standards and requirements

Provide an 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 the SSSA is effectively reviewed and monitored through the pan-London educational audit process. This supports a consistent approach across all practice learning environments. Senior and operational PLPs tell us about how they support practice learning and how processes ensure the quality and safety of practice learning. Students are assigned to practice assessors and practice supervisors who've an SPQ NMC annotated qualification and who've extensive experience of nursing in DN environments. PLPs confirm the availability of practice assessors and practice supervisors and that there are resources in place to support practice assessors and practice supervisors to meet the requirements of the SSSA.

Preparation to support the practice assessor and practice supervisor roles is the responsibility of PLPs who confirm that practice assessors and practice supervisors are supported through a period of preceptorship before they undertake assessment and supervision roles. PLPs maintain a database that records and monitors that individual training is up to date. This enables PLPs to ensure that, when assigning practice assessors and practice supervisors, there's evidence that they've completed the required period of preceptorship and have undertaken the appropriate preparation to assess and supervise students.

The programme team provide quarterly practice assessor and practice supervisor meetings that include NMC and programme specific training and updates. Practice assessors and practice supervisors are invited to attend. If there's an issue with non-attendance the programme lead raises this with the nominated person in practice. PLPs confirm that they do action non-attendance and tell us that this may result in practice assessors and practice supervisors being removed from their supervision and assessment roles. Information about support for practice assessors and practice supervisors is detailed in student and practice assessor and practice supervisor facing programme documentation. Practice assessors and practice supervisors tell us that they're committed to supporting the programme and that they work in partnership with the programme team to ensure students receive a quality learning experience.

Students are assigned to identified academic assessors who are part of the programme team and who've appropriate experience to support students in the DN field of community nursing practice. The senior BNU team tell us about their commitment to support the programme team in their roles and that they're responsible for ensuring that academic assessors are supported to undertake a period of preceptorship before being prepared for the academic assessor role.

Documentary evidence and the visit confirm there's effective collaborative PLP and BNU processes in place to address any fitness to practise concerns. PLPs and the programme team are clear that as NMC registrants, students are responsible for their professional behaviour. There's assurance that PLPs have processes in place as detailed in student facing programme documentation. The programme team tell us that this is discussed with students at induction to the programme. Students tell us that they're made aware of this at induction and confirm this is detailed in programme documentation.

- 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 the visit confirm that there's a partnership approach that ensures compliance with the SSSA. There are processes in place that provide assurance that PLPs assign appropriately prepared practice assessors and practice supervisors. PLPs confirm that they monitor engagement with preparation. This is evidenced as part of the pan-London practice learning environment educational audit process. PLPs must complete a declaration that applicants to the programme have appropriately qualified and prepared practice assessors and practice supervisors in place.

The programme lead and professional leads maintain regular meetings with practice education leads to review and monitor the development needs of practice assessors and practice supervisors. They work in partnership to identify areas and topics that are discussed and examined at practice assessor and practice supervisor meetings. They tell us about the plans to deliver specific training to use the PAD in preparation for delivery of the proposed programme. The senior BNU team confirm the process to ensure academic assessors are prepared for their role through annual mandatory training and undertaking research activities. The programme team tell us about their external roles working regionally and nationally with academic and specialist SPQ clinicians. They confirm they're fully supported by the senior BNU team to access education and training that enhances the programme.

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

MET NOT MET

R4.3 is met. Documentary evidence confirms that the application process requires PLPs to verify the suitability of practice assessors and practice supervisors. The allocation of academic assessors is managed by BNU line managers, who ensure that there's a period of preceptorship and that they're prepared and are supported to undertake the role. Students, practice assessors and practice supervisors tell us about the tripartite arrangement that includes meeting with practice assessors and practice supervisors to review how learning opportunities are recorded and reflected in the PAD. The final assessment of practice is confirmed by practice assessors and agreed by academic assessors and recorded in the PAD.

External examiner processes are in place. There's evidence of scrutiny and feedback from the programme external examiner.

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. Documentary evidence and the visit confirm that students are assigned to practice assessors who are experienced SPQ DNs. PLPs confirm that this is a requirement of the recruitment and selection process. PLPs must sign a declaration that confirms that they support the application and that students are assigned to practice assessors who meet the requirements of the SSSA. The process requires confirmation that practice assessors have protected time to support and develop the learning 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 that nominated practice assessors won't fulfil the role of practice supervisors. There's documentary evidence of the reporting process if, in exceptional circumstances, there's a need to have the same person fulfil the practice supervisor and practice assessor role. There's evidence of a clear process in place for how BNU and PLPs manage and review this. PLPs tell us about how they ensure that if this happens in an exceptional circumstance, they support students, practice assessors and practice supervisors. They tell us that the identification of a new practice assessor or practice supervisor is a priority in the first instance.

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

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

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

N/A

A SCPHN programme isn't proposed.

- SCPHN public health nurse (R4.7.2)

N/A

A SCPHN programme isn't proposed.

- their intended community nursing SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R4.7.3) or
YES NO N/A
- other specified field(s) of community nursing SPQ in health and social care (R4.7.4)
YES NO N/A

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

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

R4.8 is not met. Practice learning assessment is recorded in the proposed ADNE SPQ PAD. The PAD is subject to an existing condition that requires it to specifically include a record of the total practice hours/days required to complete the programme. The updated PAD must be resubmitted. (Condition one)

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

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

A SCPHN programme isn't proposed.

- SCPHN public health nurse practice (R4.9.2)
N/A

A SCPHN programme isn't proposed.

- their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing (R4.9.3) and/or
YES NO N/A

<ul style="list-style-type: none"> other specified field(s) of community nursing SPQ in health and social care practice (R4.9.4) <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/></p> <p>A community nursing SPQ in health and social care isn't proposed.</p>
<p>Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met</p> <p style="text-align: right;">YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>The ADNE SPQ PAD is subject to an existing condition that requires it to include a record of the total practice hours/days required to evidence required to complete the programme. The updated PAD must be resubmitted. (Condition one)</p> <p>Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to supervision and assessment are met</p> <p style="text-align: right;">YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p> <p>Is the standard met? MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/></p> <p>The ADNE SPQ PAD is subject to an existing condition that requires it to include a record of the total practice hours/days required to complete the programme. The updated PAD must be resubmitted.</p> <p>Condition one: Provide confirmation that the core ADNE SPQ PAD is recommended for approval by the NMC. (SFNME R2.1; SPRP R4.8)</p> <p>Date: 21 March 2024</p>
<p>Post event review</p> <p>Identify how the condition(s) is met:</p> <p>Condition one: The revised ADNE SPQ PAD confirms that the total programme hours/days are recorded and confirmed in the PAD.</p> <p>Condition one is met.</p> <p>Evidence: Revised ADNE SPQ PAD 2024-2025, undated</p>
<p>Date condition(s) met: 26 April 2024</p>
<p>Revised outcome after condition(s) met: MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/></p>

Standard 5: Qualification to be awarded

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

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

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

Findings against the standards and requirements

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

- The programme award to be approved is clearly identified in all programme documentation and is a minimum of a postgraduate masters' level (R5.1)
YES NO
- Processes are in place to inform the student that the SCPHN award must be registered with the NMC within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered (R5.2)
N/A

A SCPHN programme isn't proposed.

- Processes are in place to inform the student that the community nursing SPQ award must be registered with us within five years of successfully

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

YES NO N/A

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

YES NO N/A

A V300 route isn't proposed.

- 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

A V300 route isn't proposed.

Fall Back Award

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

YES NO N/A

There's no fall back exit award with an SPQ annotation.

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: 21 March 2024

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:		
N/A		
Revised outcome after condition(s) met:	MET <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 checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against <i>Standards of proficiency for community nursing specialist practice qualifications</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC 2018, updated 2023) (Gateway 1)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC 2018, updated 2023) apply to the programme(s) (Gateway 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for post-registration education programmes</i> (NMC 2022, updated 2023) (Gateway 3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae (CV) for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written placement agreement(s) between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no SPQ DN apprenticeship route proposed.		
List additional documentation: Post visit documentation: Revised ADNE SPQ PAD 2024-2025, undated		
Additional comments: None identified.		

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

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<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: SPQ DN, year one x four. SPQ DN, alumni x two.		
People who use services and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation: There's no SPQ DN apprenticeship route 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 type="checkbox"/>	<input checked="" 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: CQC, inspection report, Buckinghamshire Healthcare NHS Trust, 4 July 2022 CQC, inspection report, Cygnet Hospital Harrow, 18 October 2023 CQC, inspection report, Milton Keynes University Hospital, 5 July 2023 CQC, inspection report, Northwick Park Hospital, 20 May 2022 CQC, inspection report, The Hillingdon Hospital, 18 January 2023		
If you stated no above, please provide the reason and mitigation: BNU is an established AEI, practice and resource visits aren't needed.		
Additional comments: None identified.		

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Issue record

Final Report

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