

Programme approval report

Section one

Programme provider name:	Oxford Brookes 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 type="checkbox"/></p> <p>District nursing with integrated independent and supplementary prescribing (V300) <input checked="" 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 checked="" 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 Community Nursing Specialist Practice (District Nursing) PgDip in Community Nursing Specialist Practice (District Nursing) Apprenticeship
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 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 checked="" 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 SCQF <input type="checkbox"/> Level 11
SPQ Community learning disabilities 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 mental health nursing apprenticeship	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) apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ District nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ General practice nursing apprenticeship	England, Wales, Northern Ireland <input type="checkbox"/> Level 7 SCQF <input type="checkbox"/> Level 11
SPQ General practice nursing with integrated independent and	England, Wales, Northern Ireland <input type="checkbox"/> Level 7

supplementary prescribing (V300) apprenticeship	SCQF <input type="checkbox"/> Level 11
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:	1 February 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	
SPQ District nursing with integrated independent and supplementary prescribing (V300)	16 September 2024
SPQ General practice nursing	
SPQ General practice nursing with integrated independent and supplementary prescribing (V300)	
SPQ Health and social care nursing	
SPQ Health and social care nursing with integrated independent and supplementary prescribing (V300)	

SPQ Community children's nursing apprenticeship	
SPQ Community children's nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community learning disabilities nursing apprenticeship	
SPQ Community learning disabilities nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ Community mental health nursing apprenticeship	
SPQ Community mental health nursing with integrated independent and supplementary prescribing (V300) apprenticeship	
SPQ District nursing apprenticeship	
SPQ District nursing with integrated independent and supplementary prescribing (V300) apprenticeship	16 September 2024
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: Joanna Dunn Lay Visitor: Kuldeep Singh

Section two

Summary of review and findings

Oxford Brookes University (OBU) is an established approved education institution (AEI) approved by the Nursing and Midwifery Council (NMC) to deliver pre- and post-registration nursing programmes. The school of nursing and midwifery (the school) within the faculty of health and life sciences (the faculty) present for approval a community specialist practice qualification in the field of district nursing (SPQ DN) with integrated independent and supplementary prescribing (V300) programme. Successful completion of the programme provides eligibility for SPQ DN and independent and supplementary prescribing (V300). Both awards must be successfully completed to gain the SPQ DN.

The proposed academic level seven postgraduate diploma (PgDip) programme is offered as full and part-time direct entry routes and a part-time apprenticeship route. The programme is developed to meet the Standards for post-registration programmes (SPRP) (NMC 2022, updated 2023) and the Standards of proficiency for community nursing SPQ (SPCNSPQ) (NMC, 2022).

The programme is delivered at the OBU Headington campus.

Programme documentation and the visit confirm evidence of effective partnership working between OBU, practice learning partners (PLPs), employer partners (EPs), students and people who use services and carers (PUSCs). There's evidence of programme co-production with all stakeholders. There's assurance that OBU, PLPs and EPs work collaboratively to address any risks to the quality and safety of practice learning. There's evidence of partnership processes to address practice learning concerns identified through system regulatory reporting, and where needed exceptional reporting to the NMC.

All proposed PLPs and EPs attend the approval visit and confirm a commitment to support the programme intentions. EPs who support the apprenticeship route are Oxford Health NHS Foundation Trust, South Warwickshire University NHS Foundation Trust and Berkshire Healthcare NHS Foundation Trust. PLP learning agreements are in place. EP written statements of commitment aren't provided.

OBU, PLPs and EPs are committed to ensuring the programme meets the needs of students from diverse backgrounds who are representative of the local population. There's a commitment by the programme team to ensure equal opportunities and the development of equality, diversity and inclusion (EDI) across the programme. The senior department team, PLPs and EPs are committed to specific plans for addressing any attainment gaps identified in the programme. OBU demonstrate assurance of a commitment to inclusivity and an aspiration for meaningful and measurable progresses to address inequalities and disparities in representation, leadership and in the OBU culture. A draft EDI strategy is in the

consultation stage for publication this year. There's evidence of identified actions that'll be incorporated into the programme.

OBU present for approval the practice assessment document (PAD) designed as part of an initiative by the Association of District Nurse Educators (ADNE). Approval of the PAD is subject to an NMC condition applied at the visit.

There's mapping against the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018), the Standards for student supervision and assessment (SSSA) (NMC 2018, updated 2023) and the SPRP. Programme learning outcomes and module content are mapped to the SPCNSPQ and the relevant apprenticeship standards. Programme content is relevant to the DN field of practice. The programme is delivered using a blended learning approach.

The approval visit is undertaken face to face.

The SFNME isn't met at programme level as conditions apply. The SSSA is met at programme level.

The programme is recommended for approval subject to one NMC condition and four joint NMC and university conditions. Two NMC recommendations and two university recommendations are made.

Updated 28 March 2024:

OBU provide evidence to meet the one NMC condition and the four joint NMC and university conditions. OBU provide evidence to confirm the university has signed off the joint conditions.

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

<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition four: Provide signed commitment statements for the proposed EPs supporting the SPQ programme. (SFNME R2.1, R2.5)</p> <p>Selection, admission and progression:</p> <p>Condition three: Clarify the recognition of prior learning (RPL) process for applicants who enter the programme with a V300 qualification. (SFNME R2.9; SPRP R1.7, R2.3) (NMC and university condition)</p> <p>Condition five: Clarify the process for ensuring self-funded students have obtained disclosure and barring service (DBS) and occupational health clearances adding this to the self-funding governance document. (SPRP R1.5, R3.1) (NMC and university condition)</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>Condition one: Clarify in all programme and student facing documentation that the programme is no less than 45 programmed weeks in theory and practice learning and specify the required time in practice in hours/days/weeks. (SFNME R5.3; SPRP R2.11.2) (NMC and university condition)</p> <p>Condition two: Adapt the PAD to ensure there's a record of practice hours/days in the core PAD template, as well as to meet the needs of the OBU programme to clarify the programme practice requirements; and ensure these are met at formative and summative/end point assessment stages, and are included in the assessment component of the foundations of community nursing specialist practice (DN) module. (SPRP R2.11.2, R4.9.3) (NMC and university condition)</p> <p>Education governance: management and quality assurance:</p>
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	None identified.
Date condition(s) to be met:	28 March 2024
Recommendations to enhance the programme delivery:	<p>Recommendation one: Strengthen the documentation and statement on protected learning time to align this with the NMC guidance that doesn't indicate students must be supernumerary. (SPRP R1.5)</p> <p>Recommendation two: Consider enhancing the linkage between formative and summative assessment in the PAD including the term satisfactory progress. (SFNME R3.2; SPRP R2.1.2)</p> <p>Recommendation three: Articulate the percentage of online learning to meet competition and markets authority (CMA) requirements so applicants and students can understand what proportion of their learning will be delivered online as a hybrid course. (University recommendation)</p> <p>Recommendation four: Clearly define the roles of those supporting and assessing the learners and make it clearer for the learner to understand who they go to for what support. (University recommendation)</p>
Focused areas for future monitoring:	<p>EDI data monitoring, including differential attainment and how this is being implemented at faculty, school and programme level.</p> <p>Diversity of PUSCs who contribute to programme.</p> <p>Availability of V300 practice assessors.</p>

Programme is recommended for approval subject to specific conditions being met
<p>Commentary post review of evidence against conditions:</p> <p>Revised programme documentation including the ADNE SPQ PAD confirms that the programme is no less than 45 weeks in total. The minimum practice learning hours/days/weeks are evidenced in the PAD. Condition one is met.</p> <p>Revised programme documentation is submitted including the ADNE SPQ PAD template that details the total hours and required hours for the OBU SPQ programme. A revised descriptor for the foundations of community nursing</p>

specialist practice module clearly details the minimum practice learning time that must be achieved in the module assessment. Condition two is met.

Revised programme documentation confirms the RPL process for students who enter the programme with a V300 qualification. Condition three is met.

Signed written statements of commitment from EPs confirms their commitment to support the programme. Condition four is met.

Revised programme documentation provides evidence that confirms there's a process in place to ensure that DBS and occupational health checks are undertaken for self-funding, self-supporting and self-employed students. Condition five is met.

OBU provide evidence to confirm the university has signed off the joint conditions.

AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	28 March 2024

Section three

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

NMC Programme standards

[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 established partnership working with all stakeholders. PLPs, EPs, PUSCs and students are involved in the co-production, design, development and delivery of the programme. There's evidence of effective and collaborative working between OBU, PLP and EPs at operational and strategic levels. There's a committed partnership approach to the support of students in theory and practice learning environments.

All proposed PLPs and EPs confirm their support to the programme. PLP learning agreements are in place, however there's no documentary evidence of EP written statements of commitment. (Condition four)

The programme team, senior PLPs and EPs tell us that they work in partnership to develop students who are prepared to deliver DN services that meet the needs of the local population. There's a commitment by PLPs and EPs to support the local nursing workforce to apply to the programme. There's an established PLP and EP funding route for the programme and a process to support self-funding applicants. PLPs and EPs tell us about the shared commitment to recruitment and selection processes that ensure the inclusivity of applicants from a range of diverse backgrounds. The programme team, senior PLPs and EPs tell us about plans to work with a local AEI to support NHS long term workforce planning to meet the needs of the local population.

OBU, PLPs and EPs demonstrate a collaborative approach to ensure that governance arrangements are in place to monitor and address any issues identified in academic and practice learning environments. There's evidence of

partnership working to address any potential risks to student learning from adverse Care Quality Commission (CQC) reporting.

PLPs, EPs, practice assessors, practice supervisors and students tell us that they're aware of the processes to raise concerns. They tell us they're aware of the escalating concerns process, whistleblowing policy and who the freedom to speak up guardians are in practice. They tell us about the effectiveness of partnership working and how concerns are addressed with co-developed supportive student action plans. Students tell us that there's consistent support from academic assessors to address concerns. One student representative tells us about a challenge they experienced in being allocated to an appropriate V300 practice assessor. They confirm that the OBU subject coordinator resolved the issue very effectively and this didn't impact on their learning.

Documentary evidence and the visit confirm student involvement in the programme development consultation process. Students tell us that their views about the positive and challenging aspects of the current programme have been considered in the development of the proposed programme. Students provide examples of changes that are included based on their feedback. These include incorporating leadership aspects across all modules, enhancing public health learning and more exposure to end-of life care. They tell us that the programme team keep them informed about up-to-date developments in DN practice. Students tell us that they're listened to and that their views are valued. They tell us about the student decision making council that provides feedback regularly about all aspects of the programme and ensures the student voice is central to the programme. They tell us about the formal processes that enable them to evaluate their learning in theory and practice.

Operational DN team leads, practice assessors and practice supervisors tell us about their involvement in programme consultation. They tell us how the programme team encourage them to feedback at regular programme meetings. They confirm that their feedback has informed the development of the programme and that ongoing enhancements are part of the feedback and evaluation process. They tell us how their suggestions about student workload, applying leadership development across the three DN modules and the inclusion of V300 are incorporated into the programme. They commend the programme team who listen to their views and who are inclusive and approachable.

There's evidence of partnership working with PLPs and EPs that provide assurance that the SSSA is monitored throughout the programme. Practice learning environment educational audits review and monitor the quality and safety of practice learning environments.

PUSCs tell us about how they've been invited to share feedback about the proposed programme. They tell us that they're listened to and are treated as equal partners in supporting effective design, delivery and monitoring of the programme. PUSCs describe examples of how their feedback is incorporated into the

programme. Areas of importance to them include improving verbal and non-verbal communication, involvement in recruitment interview questions and the inclusion of sharing lived experiences of the management of long-term conditions including Parkinson's disease and dementia.

The student PAD requires students to have recorded evidence of PUSC feedback. Questions relate to the values PUSCs wish to see in the future community nursing workforce. There's evidence that PUSC feedback forms inform the curriculum in acknowledging the importance of professional values, attitudes and beliefs. The SPQ DN programme specific service user involvement document describes the activities PUSCs are involved with including the recruitment and selection process, annual programme reviews, teaching and assessment.

PUSCs tell us that they feel involved, supported and prepared for their role. Preparation and training is provided and includes EDI training and interviewing preparation before they participate in the recruitment and section process. They tell us about how they work as part of a PUSC specific group within the faculty to increase the representation of different age groups, genders, ethnicities and health conditions. There's evidence in the service user and caregiver involvement policy and strategy of a faculty commitment to the involvement of PUSCs across health and social work programmes.

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

PLPs and EPs confirm their commitment to support the programme however, OBU haven't submitted documentary evidence of signed commitment statements from EPs.

Condition four: Provide signed commitment statements for the proposed EPs supporting the SPQ programme. (SFNME R2.1, R2.5)

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

MET NOT MET

Post Event Review

Identify how the condition is met:

Condition four: Signed written statements of commitment from EPs confirms their commitment to support the programme.

Condition four is met.

Evidence:

EP signed commitment statement, Oxford Health NHS Foundation Trust, undated
EP signed commitment statement, South Warwickshire University NHS
Foundation Trust, undated
EP signed commitment statement, Berkshire Healthcare NHS Foundation Trust,
undated

Date condition(s) met: 28 March 2024

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

Independent/Supplementary Prescriber (V300)

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

Optional Compulsory N/A

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:

10 July 2019

Student journey through the programme

Standard 1: Selection, admission and progression

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

R1.1 ensure that the applicant is an:

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

- R1.1.2 NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved Community Nursing Specialist Practice Qualification (SPQ) programme before being considered as eligible to apply for entry
- R1.2 confirm on entry that each applicant selected to undertake a SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme
- R1.3 provide opportunities that enable eligible NMC registered nurses and/or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme
- R1.4 provide opportunities that enable eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme
- R1.5 confirm that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected learning time, to enable students to undertake and be appropriately supported throughout the programme
- R1.6 consider recognition of prior learning that is capable of being mapped to the:
 - R1.6.1 programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice
 - R1.6.2 programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice
- R1.7 where programmes intend to offer SCPHN and/or SPQ students admission to an NMC approved independent/supplementary (V300) prescribing programme consider recognition of prior learning that is capable of being mapped to the *Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers for applicants*, and
- R1.8 where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing qualification to SCPHN and/or SPQ students, ensure that the applicant is a registered nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry.

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

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

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

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

Findings against the standard and requirements

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

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

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

MET

NOT MET

R1.5 is not met. Programme documentation and the visit confirm that there are robust systems and processes in place to support practice learning. Educational audits are in place for all practice learning environments. PLPs and EPs must complete evidence that's submitted to OBU to confirm governance arrangements are in place to support the programme. They confirm student DBS status, compliance with the SSSA and the suitability of V300 and/or SPQ practice assessors and practice supervisors.

Programme documentation details that these governance arrangements apply to self-funding students who must have a PLP or EP honorary contract or a confirmed bespoke student contract that clearly includes confirmation of indemnity insurance. The programme team, PLPs and EPs confirm that self-funding students are required to have a satisfactory DBS and occupational health clearance. They can't however clarify who's responsible for ensuring that these processes are undertaken. (Condition five)

Programme documentation clearly evidences that students have protected learning time, however some PLPs and EPs tell us that students have supernumerary status and that this can at times restrict the number of students they support. Students tell us that practice supervisors ensure that learning opportunities and requirements are prioritised and that any concerns about access to protected learning time are managed effectively. Protected learning time is detailed in programme documentation. The programme team are advised to consider updating programme documentation to make it explicit that students must have protected learning time and that there's no NMC requirement for them to have supernumerary status in practice. (Recommendation one)

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

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

N/A

A SCPHN programme isn't proposed.

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

YES NO N/A

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

YES NO N/A

R1.7 is not met. The programme team tell us that students who have a V300 qualification study a 40 academic credit work-based learning module. They're required to demonstrate that they're competent to prescribe in the context of DN practice. There's no evidence of how V300 RPL is applied to the programme. (Condition three)

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

YES NO N/A

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an 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.

Programme documentation confirms that existing students will continue on the current programme. Students who withdraw and return will transfer to the proposed programme There's evidence of mapping that ensures students meet the SPCNSPQ.

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 applied across all OBU NMC programmes.

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

YES NO

Programme documentation doesn't include how RPL is applied for students who hold the V300 qualification. (Condition three)

Outcome

Is the standard met?

MET NOT MET

The programme team PLPs and EPs can't confirm the process that confirms who's responsible for ensuring that a satisfactory DBS and occupational health clearance are in place for self-funding students.

Condition five: Clarify the process for ensuring self-funded students have obtained DBS and occupational health clearances adding this to the self-funding governance document. (SPRP R1.5, R3.1) (NMC and university condition)

There's no evidence of how V300 RPL is applied to the programme.

Condition three: Clarify the RPL process for applicants who enter the programme with a V300 qualification. (SFNME R2.9; SPRP R1.7, R2.3) (NMC and university condition)

Date: 1 February 2024

Post event review

Identify how the condition(s) is met:

Condition five: A revised governance arrangements document details the process that ensures students who are undertaking the programme on a self-funding and self-employed basis obtain DBS and occupational health clearance checks.

Condition five is met.

Evidence:

Revised, governance arrangements document, undated

Condition three: Revised programme handbooks detail the RPL process for applicants who enter the programme with a V300 qualification.

Condition three is met.

Evidence:

Revised programme handbook, 2024-2025, undated

Revised, programme handbook, apprenticeship, 2024-2025, undated

Date condition(s) met: 28 March 2024

Revised outcome after condition(s) met:

MET

NOT MET

Standard 2: Curriculum

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

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

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

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

R2.2 confirm SCPHN and/or SPQ programmes comply with the NMC *Standards for student supervision and assessment*

R2.3 confirm SCPHN and/or community nursing SPQ programmes that include admission to NMC approved prescribing qualification comply with the NMC *Standards for prescribing programmes*

R2.4 state routes within the programme for:

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

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

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

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

R2.5 ensure programme learning outcomes reflect the:

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

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

R2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities

nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice

R2.6 set out the general and professional content necessary to meet the:

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

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

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

R2.7 set out the content necessary to meet the programme outcomes for each intended field of:

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

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

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

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

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

R2.11 ensure programmes are:

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

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

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

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

Findings against the standard and requirements

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

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

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

R2.3 is not met. The programme team tell us that students who have a V300 qualification study a 40 academic credit work-based learning module. They're required to demonstrate that they're competent to prescribe in the context of DN practice. There's no evidence of how V300 RPL is applied to the programme. (Condition three)

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. Programme documentation and the visit confirms that there's general and professional content necessary to meet the SPCNSPQ in the DN field of practice. The programme consists of three 20-credit modules focusing on DN practice, with a 20-credit advanced history taking and assessment module and a 40-credit V300 module. The advanced history taking and assessment and V300 modules are shared with students on other programmes. The PAD is developed with other AEIs nationally and is specific to the DN field of practice.

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. Module descriptors identify the content and assessment necessary to meet the module outcomes in the DN field of practice. Modules are mapped to demonstrate the achievement of programme outcomes.

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

MET **NOT MET**

R2.8 is met. Documentary evidence and the visit confirms that there's a balance of theoretical and practice learning opportunities over 45 scheduled programme weeks. There's an overall programme schedule that demonstrates how the programme is structured with balanced opportunities for theoretical and practice learning.

Programme documentation confirms that a range of learning and teaching strategies are used, including seminars, discussion forums, action learning sets, online learning resources and self-directed reading and research. The module 'advanced history taking and assessment' includes practical and simulated skills development.

- 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 details how technology-enhanced and simulated learning are utilised. The programme team tell us about a flexible blended learning approach across the curriculum that's a mix of face to face and online activities. Technology supports interactive learning through the use of online activities including quizzes, history taking case studies and audio presentations.

Students access skills laboratories and simulation facilities to support the development of complex skills in the advanced history talking and assessment module in preparation for undertaking the V300 module. Simulated learning approaches use case studies and scenario-based examples to support clinical skills development. Students tell us that they're fully supported to use manikins, including for example, a training torso that enables them to develop abdominal assessments. These resources support confidence and the development of competence in physical examination in a safe environment. Students tell us that there's support to use technology and simulation facilities and value the learning associated with these learning resources.

PUSCs tell us that they take part in simulation scenarios and that there's a simulation-based education session with professional role actors who simulate real life conditions including dementia. This example supports the development of appropriate communication skills to support a person with dementia in their home environment. The SPQ DN programme specific PUSC involvement document details, and PUSCs describe the variety of simulation activities PUSCs are involved with and how they're prepared for the sessions. PUSCs tell us that specific preparation prepares and supports them to share sensitive lived experiences with students.

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

R2.11.2 is not met. Programme documentation confirms that the programme is delivered over 45 programmed weeks, however the full-time programme calendar doesn't detail that some practice learning time during consolidated practice results in a programme with less than 45 programmed weeks. Programme documentation doesn't confirm the total number of practice learning days required in the programme. (Condition one)

Practice learning assessment is recorded in the proposed ADNE SPQ PAD. The PAD doesn't include evidence of the total practice hours/days the OBU programme requires and the summative assessment in the final DN module doesn't specify the minimum practice learning time that must be achieved. (Condition two)

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

YES NO

The full-time programme timetable is less than 45 programmed weeks and documentation doesn't clearly identify the required total practice learning. (Condition one)

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

The full-time programme timetable is less than 45 programmed weeks and documentation doesn't clearly identify the required total practice learning.

Condition one: Clarify in all programme and student facing documentation that the programme is no less than 45 programmed weeks in theory and practice learning and specify the required time in practice in hours/days/weeks. (SFNME R5.3; SPRP R2.11.2) (NMC and university condition)

The PAD doesn't include evidence of the total practice hours/days the OBU programme requires and the summative assessment in the final DN module doesn't specify the minimum practice learning time that must be achieved.

Condition two: Adapt the PAD to ensure there's a record of practice hours/days in the core PAD template, as well as to meet the needs of the OBU programme to clarify the programme practice requirements and ensure these are met at formative and summative/end point assessment stages and are included in the assessment component of the foundations of community nursing specialist practice (DN) module. (SPRP R2.11.2, R4.9.3)

There's no evidence of how V300 RPL is applied to the programme.

Condition three: Clarify the RPL process for applicants who enter the programme with a V300 qualification. (SFNME R2.9; SPRP R1.7, R2.3)

Date: 1 February 2024

Post event review

Identify how the condition(s) is met:

Condition one: Revised programme documentation including the revised ADNE SPQ PAD, programme timetables and programme handbooks confirm that the programme is no less than 45 programmed weeks in theory and practice learning. The PAD clearly details the required time in practice in hours/days/weeks.

Condition one is met.

Evidence:

Revised full-time timetable, 2024-2025, undated
Revised part-time timetable, 2024-2025, undated
Revised apprenticeship timetable, 2024-2025, undated
Revised programme handbook, 2024-2025, undated
Revised programme handbook, apprenticeship, 2024-2025, undated
Revised ADNE SPQ PAD, 2023-2024, undated

Condition two: A template document in the ADNE SPQ PAD details the total hours and required hours for the OBU SPQ programme. A revised descriptor for the

foundations of community nursing specialist practice module clearly details the minimum practice learning time that must be achieved in the module assessment.

Condition two is met.

Evidence:

Revised ADNE SPQ PAD, 2023-2024, undated

Revised module descriptor, foundations of community nursing specialist practice (DN), undated

Condition three: Revised programme handbooks detail the RPL process for applicants who enter the programme with a V300 qualification.

Condition three is met.

Evidence:

Revised programme handbook, 2024-2025, undated

Revised, programme handbook, apprenticeship, 2024-2025, undated

Date condition(s) met: 28 March 2024

Revised outcome after condition(s) met:

MET

NOT MET

Standard 3: Practice learning

Approved education institutions must:

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

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

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

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

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

R3.3.2 SCPHN public health nurse

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

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

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

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

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

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

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

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

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

Findings against the standard and requirements

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

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

MET NOT MET

R3.1 is not met. Documentary evidence and the visit confirms that there are suitable and effective arrangements and governance for practice learning in place for students. Governance is assured through effective strategic and operational partnership working. There's evidence of processes to monitor and quality assure practice learning opportunities that enable students to develop, progress and meet the SPCNSPQ in practice learning environments that comply with the SSSA. There's a partnership approach to ensure practice learning environments are educationally audited to ensure monitoring of 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 in the field of DN.

Programme documentation details that these governance arrangements apply to self-funding students who must have an PLP or EP honorary contract or a

confirmed bespoke student contract that clearly includes confirmation of indemnity insurance. The programme team PLPs and EPs confirm that self-funding students are required to have a satisfactory DBS and occupational health clearance. They can't however clarify who's responsible for ensuring that these processes are undertaken. (Condition five)

- 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. There's evidence of partnership working with PLPs and EPs that provide assurance that the SSSA is monitored throughout the programme.

Practice assessors and practice supervisors are required to have the SPQ DN qualification and experience of working in the same field of practice as students. There are communication processes in place between V300 and SPQ practice assessors who don't have the V300 qualification. Student facing programme documentation details the roles and responsibilities of practice assessors, practice supervisors and academic assessors.

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 confirms that the programme provides practice learning opportunities to enable students to develop, progress

and meet the SPCNSPQ. The programme structure ensures practice learning is consistent across the duration of the programme.

The PAD provides structure and student self-assessment that ensures practice learning opportunities are tailored and individualised to enable students and practice assessors to monitor progress towards achievement of the SPCNSPQ. Practice learning progress is recorded in the PAD and monitored at tripartite meetings between students, practice assessors, practice supervisors and academic assessors. If there's any concerns about progression, additional tripartite meetings are arranged and action plans developed in partnership with students, practice assessors, practice supervisors and academic assessors.

There's a range of learning opportunities that students can access and learning experiences with a range of specialist nurses and services. They spend five alternative practice learning days in another DN practice area this is recorded in the PAD.

- 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 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. Programme documentation and the visit confirm that there are processes in place to consider individual learning needs and personal circumstances. PLPs and EPs confirm that students are individually supported and reasonable adjustments applied to practice learning as appropriate. Students can access support from OBUs students support systems. EP and PLPs tell us about a staff network for neurodiversity. Students have an occupational health assessment

as part of the admission process and reasonable adjustments are discussed on an individual basis.

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. Students undertake a series of self-assessments of their learning needs in practice to support progression towards achievement of the SPCNSPQ. These are reviewed by practice assessors and practice supervisors in preparation for practice and recorded in the PAD. A learning agreement outlines how students are supported to achieve their identified learning in practice. These are reviewed at each formative and summative assessment points by practice assessors in discussion with practice supervisors and students. Student progression towards achievement of the SPCNSPQ is reviewed by practice assessors and academic assessors at tripartite meetings.

Assurance is provided that Gateway 1: [Standards framework for nursing and midwifery education](#) relevant to practice learning are met **YES** **NO**

Assurance is provided that Gateway 2: [Standards for student supervision and assessment](#) relevant to practice learning are met **YES** **NO**

Outcome

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

The programme team PLPs and EPs can't clarify the process that confirms who's responsible for ensuring that a satisfactory DBS and occupational health clearance are in place for self-funding students.

Condition five: Clarify the process for ensuring self-funded students have obtained DBS and occupational health clearances adding this to the self-funding governance document. (SPRP R1.5, R3.1) (NMC and university condition)

Date: 1 February 2024

Post event review

Identify how the condition(s) is met:

Condition five: A revised governance arrangements document details the process that ensures students who are undertaking the programme on a self-funding and self-employed basis obtain DBS and occupational health clearance checks.

Condition five is met.

Evidence:

Revised, governance arrangements document, undated

Date condition(s) met: 28 March 2024

Revised outcome after condition(s) met:

MET

NOT MET

Standard 4: Supervision and assessment

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

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

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

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

R4.4 ensure practice supervisors:

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

R4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students

R4.5 ensure practice and academic assessors:

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

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

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

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

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

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

R4.7.2 SCPHN public health nurse,

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

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

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

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

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

R4.9.2 SCPHN public health nurse practice,

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

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

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

Standards for student supervision and assessment

Findings against the standards and requirements

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

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

MET **NOT MET**

R4.1 is met. Documentary evidence and the visit confirms that student support, supervision, learning and assessment are monitored and comply with the SFNME. Students confirm that they've access to the OBU resources that support student health and wellbeing and reasonable adjustments. This service is further supported by student support coordinators and academic advisors who provide dedicated and individualised support. Students are invited to a pre-programme workshop that prepares them for the programme, they're introduced to a range of student support services including the centre for academic development.

Documentary evidence and the visit confirm that academic resources are in place to deliver the programme. The subject coordinator who has responsibility for managing the programme has a SPQ DN qualification. They're the nominated academic assessor and responsible for the delivery of DN specialist teaching. The programme is supported by a range of programme staff with appropriate qualifications and experience for the DN role. Senior faculty managers provide assurance that if there's an increase in student numbers, there's a business case that'll be presented to recruit additional academic staff with appropriate experience.

An appropriately qualified external examiner is in place for the programme.

There's evidence of effective partnership working with PLPs and EPs. They tell us that their partnership is very positive and that the responsiveness of the programme team and the senior faculty team supports effective working. They tell us that if concerns are raised about students, OBU provide effective and timely responses. Partnership policies and processes are in place to ensure that students are supported, supervised and assessed in practice according to the SSSA and programme requirements.

Information about support in practice is outlined in the practice assessor and practice supervisor handbook, the PAD and programme handbook. Students are aware of the process to raise concerns in practice.

There's documentary evidence of OBU fitness to practise procedures. There's evidence that OBU, PLPs and EPs work in partnership to address any concerns about students. Senior PLPs and EPs confirm that if SPQ students as NMC registrants are involved in concerns relating to fitness to practise they follow the most appropriate organisational process depending on the nature of the concern.

- 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 confirms that there's a partnership approach to ensure support and preparation for practice supervisors, practice assessors and academic assessors. The education programme to prepare practice assessors, practice supervisors and academic assessors is agreed through the practice education committee. The programme team provide SPQ specific support during the programme. Update workshops for practice assessors and practice supervisors are delivered three times a year and are accessed online and face to face. Practice assessors and practice supervisors tell us that they're time is protected to attend the updates.

- 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. Processes require PLPs and EPs to work in partnership with OBU to ensure the identification and allocation of suitably prepared practice assessors with an SPQ DN qualification. They confirm that they're allocating appropriately prepared and qualified practice supervisors. As part of this process PLPs and EPs are required to complete documentation to confirm that student supervision and assessment is in line with the SSSA and programme requirements. Practice assessors and academic assessors must complete a self-declaration to confirm that they've undertaken preparation and that they meet the requirements to undertake the assessment roles and that they meet the requirements of the programme.

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 allocated to qualified SPQ DN practice assessors. PLPs and EPs confirm that there are sufficient SPQ DN practice assessors to support the programme.

There's evidence of a process that ensures that where an SPQ practice assessor isn't a V300 prescriber, students are assigned to a V300 practice assessor who can provide assurance that prescribing is contextualised to DN practice. It's recognised that this can be challenging, however there's assurance that there are communication processes in place for both practice assessors to discuss student progression. This is identified as a focused area for future monitoring.

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

MET NOT MET

R4.6.1 is met. The programme team, PLPs and EPs confirm that there are sufficient practice assessors and practice supervisors to support students. The requirement to have a separate person as practice assessor and practice supervisor is included in programme documentation. There's a clear expectation

that this is a temporary arrangement with the implementation of an action plan that's monitored by the programme team. All circumstances are reviewed on an individual basis.

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

R4.9 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

R4.9.3 is not met. Practice learning assessment is recorded in the proposed ADNE SPQ PAD. The PAD doesn't include evidence of the total practice hours/days the OBU programme requires and the summative assessment in the final DN module doesn't specify the minimum practice learning time that must be achieved. (Condition two)

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

YES NO N/A

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

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

The PAD doesn't include evidence of the total practice hours/day the OBU programme requires and the summative assessment in the final DN module doesn't specify the minimum practice learning time that must be achieved.

Condition two: Adapt the PAD to ensure there's a record of practice hours/days in the core PAD template, as well as to meet the needs of the OBU programme to clarify the programme practice requirements and ensure these are met at formative and summative/end point assessment stages and are included in the assessment component of the foundations of community nursing specialist practice (DN) module. (SPRP R2.11.2, R4.9.3) (NMC and university condition)

Date: 1 February 2024

Post event review

Identify how the condition(s) is met:

Condition two: A template document in the ADNE SPQ PAD details the total hours and required hours for the OBU SPQ programme. A revised descriptor for the foundations of community nursing specialist practice module clearly details the minimum practice learning time that must be achieved in the module assessment.

Condition two is met.

Evidence:

Revised ADNE SPQ PAD, 2023-2024, undated

Revised module descriptor, foundations of community nursing specialist practice (DN), undated

Date condition(s) met: 28 March 2024

Revised outcome after condition(s) met:

MET

NOT MET

Standard 5: Qualification to be awarded

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

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

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

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

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

R5.5 inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the

NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice.

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

Findings against the standards and requirements

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

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

A SCPHN programme isn't proposed.

- Processes are in place to inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration (R5.3)
YES NO N/A
- Processes are in place to inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ, which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme and if they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber (R5.4), and
YES NO N/A
- Processes are in place to inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice (R5.5)
YES NO N/A

Fall Back Award

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

YES NO N/A

There's no fall back exit award with a 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: 1 February 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

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 type="checkbox"/>	<input checked="" 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 ongoing record of achievement needed. The PAD is contextualised to the proposed programme.		
A condition is applied as there's no written statements of commitment from EPs.		
List additional documentation:		
<p>Post visit documentation to meet conditions:</p> <p>EP signed commitment statement, Oxford Health NHS Foundation Trust, undated</p> <p>EP signed commitment statement, South Warwickshire University NHS Foundation Trust, undated</p> <p>EP signed commitment statement, Berkshire Healthcare NHS Foundation Trust, undated</p> <p>Revised full-time timetable, 2024-2025, undated</p> <p>Revised part-time timetable, 2024-2025, undated</p> <p>Revised apprenticeship timetable, 2024-2025, undated</p> <p>Revised programme handbook, 2024-2025, undated</p> <p>Revised programme handbook apprenticeship, 2024-2025, undated</p> <p>Revised ADNE SPQ PAD, 2023-2024, undated</p> <p>Revised governance arrangements document, undated</p> <p>Revised module descriptor, foundations of community nursing specialist practice (DN), undated</p>		
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 checked="" type="checkbox"/>	<input 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, full-time, year one x one SPQ DN, part-time, year two 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:		
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 quality report, Avon and Wiltshire Mental Health Partnership NHS Trust, 10 November 2021 CQC quality report, Buckinghamshire Healthcare NHS Trust, 4 July 2022 CQC quality report, John Radcliffe Hospital, 6 April 2023		
If you stated no above, please provide the reason and mitigation:		
OBU is an established AEI, practice and resources visits aren't needed.		
Additional comments:		
None identified.		

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We accept no responsibility for the consequences of this document being relied

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Issue record

Final Report

Author(s):	Joanna Dunn Kuldeep Singh	Date:	10 February 2024
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Submitted by:	Leeann Greer	Date:	17 April 2024
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