

Programme Major Modification report

Section one

<p>Programme provider name:</p>	<p>Oxford Brookes University</p>
<p>In partnership with: <i>(Associated practice learning partners and /or employer partners involved in the delivery of the programme)</i></p>	<p>Oxford Health NHS Foundation Trust Berkshire Healthcare NHS Foundation Trust</p>
<p>Programme reviewed: <i>This is the NMC programme title(s)</i></p>	<p>Specialist community public health nursing: Health visiting <input checked="" type="checkbox"/> School nursing <input checked="" type="checkbox"/> Occupational health nursing <input type="checkbox"/> Family health nursing <input type="checkbox"/> Generic <input type="checkbox"/> Apprenticeship route <input type="checkbox"/> Health visiting apprenticeship <input checked="" type="checkbox"/> School nursing apprenticeship <input checked="" type="checkbox"/> Occupational health nursing apprenticeship <input type="checkbox"/></p>

AEI programme title(s):	
<p>Current AEI programme title(s):</p> <p><i>Please include the title of the programme(s) affected by this modification or add N/A if the modification doesn't apply to a current AEI programme/route (for example new routes are being added that have a different title to those already approved)</i></p>	<p>Specialist Community Public Health Nurse (Health Visiting) with integrated nurse prescribing - PG Dip</p> <p>Specialist Community Public Health Nurse (School Nursing) with integrated nurse prescribing - PG Dip</p>
<p>Modified AEI programme title(s) if applicable:</p> <p><i>Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A</i></p>	<p>Post Graduate Diploma in Specialist Community Public Health Nursing (SCPHN) (School Nursing) (Integrated AND non-integrated V100)</p> <p>Post Graduate Diploma in Specialist Community Public Health Nursing (SCPHN) (Health Visiting) (Integrated AND non-integrated V100)</p>
<p>Additional AEI programme title(s) if applicable:</p> <p><i>Please include any additional AEI programme title(s) for approval as a result of this modification (for example new routes being added that have a different title to those already approved) or add N/A</i></p>	<p>Apprenticeship Specialist Community and Public Health Nurse (incorporating an award of PG Diploma Specialist Community Public Health Nurse (SCPHN) Health Visitor) (Integrated AND non-integrated V100)</p> <p>Apprenticeship Specialist Community and Public Health Nurse (incorporating an award of PG Diploma Specialist</p>

	Community Public Health Nurse (SCPHN) School Nurse) (Integrated AND non-integrated V100)
Academic level of current programme:	
SCPHN Health visiting	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
SCPHN School nursing	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
SCPHN Occupational health nursing	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
SCPHN Family health nursing	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>

<p>SCPHN Generic</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>SCPHN Health visiting apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>SCPHN School nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>SCPHN Occupational health nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
<p>Academic levels of modified/additional programme(s)/route(s):</p>	
<p>SCPHN Health visiting</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>

	<input type="checkbox"/> N/A
SCPHN School nursing	<p>England, Wales, Northern Ireland</p> <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7
SCPHN Occupational health nursing	<p>England, Wales, Northern Ireland</p> <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7
SCPHN Family health nursing	<p>England, Wales, Northern Ireland</p> <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7
SCPHN Generic	<p>England, Wales, Northern Ireland</p> <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7

<p>SCPHN Health visiting apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>SCPHN School nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input type="checkbox"/> N/A</p>
<p>SCPHN Occupational health nursing apprenticeship</p>	<p>England, Wales, Northern Ireland <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p> <p><input checked="" type="checkbox"/> N/A</p>
<p>Programme approval dates:</p>	
<p>Date of NMC approval of the programme being modified: <i>This is the approval date under the most recent NMC standards.</i></p>	<p>12 February 2017 (SCPHN HV) 11 May 2017 (SCPHN SN)</p>
<p>Date(s) of NMC approval of any modifications since last approval:</p>	<p>N/A</p>
<p>Programme start dates:</p>	

Current modification programme start dates:						
SCPHN Health visiting SCPHN School nursing SCPHN Occupational health nursing SCPHN Family health nursing SCPHN Generic	<table border="1"> <tr><td>19 September 2022</td></tr> <tr><td>19 September 2022</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	19 September 2022	19 September 2022			
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SCPHN Health visiting apprenticeship SCPHN School nursing apprenticeship SCPHN Occupational health nursing apprenticeship	<table border="1"> <tr><td>19 September 2022</td></tr> <tr><td>19 September 2022</td></tr> <tr><td> </td></tr> </table>	19 September 2022	19 September 2022			
19 September 2022						
19 September 2022						
Date of modification:	14 July 2021					
Type of modification:	Visit					
QA visitor(s):	Registrant Visitor: Val Thurtle					

Section two

Summary of review and findings

Oxford Brookes University (OBU), Oxford School of Nursing and Midwifery (the school) in the faculty of health and life sciences is an established provider of specialist community public health nursing (SCPHN) health visiting (HV) and school nursing (SN) programmes with integrated V100 prescribing.

OBU presents a modification to the approved SCPHN programme to deliver a postgraduate diploma SCPHN HV and SN integrated apprenticeship route. The SCPHN SN programme was approved on 11 May 2017 and the SCPHN HV programme was approved on 12 February 2017. Community Practitioner Nurse Prescribing (V100) (integrated route within SCPHN preparation) was approved on 10 July 2019.

The proposed modification includes approval of a non-integrated V100 option (opt-out) to the current post graduate diploma SCPHN (HV and SN); modification of the current post graduate diploma SCPHN (HV and SN) to include blended delivery and addition of two apprenticeship routes for SCPHN HV and SN.

Programme documentation confirms that the SCPHN (HV and SN) programme continues to be delivered full-time over 52 weeks with 45 teaching weeks. The apprenticeship routes will be undertaken over one year and 19 weeks. The programme is informed by the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018). Programme documentation confirms that the Standards for supervision and assessment (SSSA) (NMC,2018) are adopted. The programme is mapped against the Standards of proficiency for specialist community public health nurses (SPSCPHN) (NMC, 2004).

Students and apprentices can undertake the programmes with optional V100 community practitioner nurse prescribing. This will generally be decided by their employer. Approval of OBU's prescribing programme against the Standards for prescribing programmes (NMC, 2018) and the Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS, 2016) competency framework for all prescribers) (NMC, 2018) is subject to a separate approval visit. Approval was given on 10 July 2019.

Programme documentation and the modification process confirm that there's evidence of collaborative partnership working between OBU and key stakeholders including practice learning partners (PLPs), employer partners (EPs), service users and carers (SUCs) and students. There's evidence of support for the

development of the SCPHN apprenticeship programme from some of the EPs. They confirm involvement in the development of the programme and a commitment to support the apprenticeship route. The EPs with signed statements of commitment for HV and SN routes are Oxford Health NHS Foundation Trust and Berkshire Healthcare NHS Foundation Trust. Two further EPs have provided some written evidence of support for the apprenticeship route but were not present at the modification visit to triangulate their commitment to NMC standards.

Across all its programmes OBU works with PLPs and EPs to ensure students have a satisfactory learning experience. If an adverse Care Quality Commission (CQC) report was evident, students would be moved to a different placement or outside the organisation to ensure NMC standards are met. Established systems are in place to do this.

The modification visit is undertaken remotely due to the COVID-19 pandemic.

The SFNME is not met at programme level and is subject to one condition.

The SSSA are met at programme level.

The SPSCPHN are not met and are subject to one condition.

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

Update 12 August 2021:

OBU has provided documentation to meet the joint NMC and university condition number one. OBU confirms condition one is met.

No further commitment statements are available to address condition two and therefore no further EPs are recommended for approval in the delivery of the programme. The programme can be recommended for approval with the two EPs approved at the visit.

The major modification to the programme is recommended to the NMC for approval.

Recommended outcome of the approval panel

<p>Recommended outcome to the NMC:</p>	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>Conditions:</p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>Condition one: Ensure the student facing documentation (and other documentation) clearly communicates the detail of the student learning experience. (SPSCPHN standard eight). (Joint NMC and university condition).</p> <p>Selection, admission and progression:</p> <p>None identified.</p> <p>Practice learning:</p> <p>None identified.</p> <p>Assessment, fitness for practice and award:</p> <p>None identified.</p> <p>Education governance: management and quality assurance:</p> <p>Condition two: Provide statements of commitment that demonstrate the governance arrangements between the employers and the education teams are in place to deliver the programme (for those employers not present at the meeting). (SFNME R2.5) (Joint NMC and university condition).</p>

Date condition(s) to be met:	11 August 2021
Recommendations to enhance the programme delivery:	<p>Recommendation one: For the senior management team and the programme team to consider reviewing staff expertise in the Oxford school of nursing and midwifery to identify staff with appropriate experience and ensure these staff have an understanding of the structure and content of the programme for the purposes of contingency planning. (SFNME R2.4) (Joint NMC and university recommendation).</p> <p>Recommendation two: To consider ongoing monitoring of practice assessor and practice supervisor capacity to support the programme. (SFNME R2.4, SSSA R6.5) (Joint NMC and university recommendation).</p>
Focused areas for future monitoring:	None identified

Programme is recommended for approval subject to specific conditions being met
<p>Commentary post review of evidence against conditions:</p> <p>Condition one:</p> <p>Revised student facing documentation and programme documentation clearly communicates the detail of the student learning experience in relation to blended learning and planned attendance on the programme. Condition one is met.</p> <p>Condition two:</p> <p>The condition is not met. The programme team are unable to provide and add EP agreements from the employers not present at the modification visit as these haven't been provided by the relevant EPs. Therefore, these EPs cannot be approved and are removed from the report. The programme can however be</p>

recommended for approval with the two EPs approved at the visit. Condition two is not met.	
AEI Observations	Observations have been made by the education institution YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Summary of observations made, if applicable	
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/> Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	11 August 2021

Section three

NMC Programme standards
Please refer to NMC standards reference points Standards of proficiency for specialist community public health nurses (NMC, 2004) Standards for prescribing programmes (NMC, 2018) Standards of proficiency for nurse and midwife prescriber (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers) (NMC, 2018) Standards framework for nursing and midwifery education (NMC, 2018) Standards for student supervision and assessment (NMC, 2018) The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates (NMC, 2015 updated 2018) Quality assurance framework for nursing, midwifery and nursing associate education (NMC, 2020) QA Handbook (NMC, 2020)
Partnerships

The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.

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

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

Standard 1: The learning culture:

R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders

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

Standard 2: Educational governance and quality:

R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders

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

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

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

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

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

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

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

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

Standard 4: Educators and assessors:

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

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

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

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

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

R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

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

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

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

Standard 2: Expectations of practice supervisors:

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

Standard 3: Practice supervisors: role and responsibilities:

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

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

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

Standard 7: Practice assessors: responsibilities:

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

Standard 9: Academic assessors: responsibilities:

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

Findings against the standard and requirements

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

Programme documentation and the modification process demonstrate that a range of stakeholders are involved in the development of the SCPHN HV and SN apprenticeship routes. This includes academic staff, EPs, PLPs and SUCs. There's evidence that stakeholders have contributed to the programme development through meetings and consultations.

Written confirmation and assurance of employer commitment to NMC standards in order to approve the EPs for the apprenticeship route is required. This has been received from two EPs and triangulated at the visit. However, a further two EPs are not in attendance at the modification visit and further assurance of commitment to NMC standards is required. (Condition two).

EPs present confirm their understanding of employer commitment to the apprenticeship, including support for apprentices during practice learning. Documentary evidence and meetings at the visit assure us that management of practice learning placements will ensure SCPHN apprentices receive appropriate practice learning opportunities, continuing the good practice learning experiences that current and previous students report.

Senior practice representatives tell us they'll continue to work in partnership with the university and the programme team to ensure the apprenticeship route meets the requirements of service need. Developing the apprenticeship route is widely accepted by NHS workforce staff who, EPs and PLPs tell us, contribute through consultation events and practice assessor meetings.

Practice assessment documentation, in the form of the e-portfolio and meetings with the programme team, practice assessors and practice supervisors demonstrate plans are in place to prepare practice assessors and practice

supervisors. Current and recently qualified students tell us that there's good partnership working between academic and practice assessors and practice supervisors.

Students are supported in the university and in practice learning environments by appropriately qualified teachers. There is concern that the programme team is small and heavily dependent on the programme leader and that there are limited numbers of practice assessors particularly in relation to SN. (Recommendation one and two).

Meetings with SUCs confirm that the school has well-established relationships and opportunities to enhance the learning experience of students. Meeting with SUCs indicates their active involvement in programmes. Documentation outlines different ways users are involved in the recruitment of SCPHN students and apprentices and contribute to programme delivery.

Students tell us they're supported to share their views and understand the process for raising concerns. They confirm that the programme team act on issues and feedback on any actions taken in a timely way. They say practice learning is protected and any issues are reported to their practice assessor and academic assessor. Students, practice assessors and practice supervisors undertake tripartite meetings, ensuring opportunities to reflect on practice learning; reviews and logs of progress are kept in the e-portfolio.

EPs tell us that there are opportunities for them to provide feedback on ongoing programme content through regular meetings with the programme team. Students confirm that their feedback and programme evaluation inform curriculum development. Student feedback and reporting mechanisms include programme and module evaluations, practice placement feedback and end of programme evaluations. Student feedback and evaluations have contributed to and informed programme development. Students tell us that there are processes in place for them to provide feedback on theory and practice learning. They tell us that they receive support and timely feedback from the programme team, practice assessors and practice supervisors.

There's evidence of a partnership approach to ensuring that practice learning environments are subject to educational audit. Audits determine the suitability of the practice learning environment to support student learning.

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

MET **NOT MET**

There's documentary evidence of partnership working between OBU and EPs in the development of the apprenticeship route. Written confirmation and assurance of employer commitment to NMC standards in order to approve the EPs for the apprenticeship route has been received from some EPs. However, two EPs were not in attendance at the modification visit and further assurance of commitment to NMC standards is needed. (Condition two).

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

MET **NOT MET**

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

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

Update: 11 August 2021

Condition two: No statement of commitment is received from two proposed EPs who did not attend the modification visit. Therefore, the apprenticeship route is recommended for approval with the following EPs: Oxford Health NHS Foundation Trust and Berkshire Healthcare NHS Foundation Trust. Written commitment and verbal assurance have been received from both organisations.

Community Practitioner Nurse Prescriber (V100)

Please indicate whether the V100 is an integrated or optional element of the Specialist community public health programme.

Optional **Integrated** **N/A**

The SCPHN programmes (HV and SN) provide integrated or optional V100 routes.

Please indicate whether the V100 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, 2018)

Yes No

OR

If V100 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

Proposed transfer of current students to the programme under review

Education institutions and their practice learning partners may propose to transfer current students to the programme under review. Evidence must be provided to support this proposed transfer.

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the [Standards of proficiency for specialist community public health nurses](#) (NMC, 2004) will be met if existing students are to transfer to the proposed programme.

There is no proposed transfer of students on to the apprenticeship routes.

Transfer of current students to Standards for student supervision and assessment (NMC, 2018).

Education institutions and their practice learning partners may propose to transfer current students to the [Standards for student supervision and assessment](#) (NMC, 2018). If so, evidence must be provided to support this proposed transfer as part of the education institution's mapping process at Gateway 3.

From your documentary analysis and your meetings provide an evaluative summary to confirm how the transfer to the *Standards for student supervision and assessment (SSSA)* will be met.

Documentary evidence and discussion at the visit confirm that the SSSA has been implemented. PLPs and EPs tell us that practice supervisors and practice assessors have been prepared for their roles and there is programme specific preparation available. Current students tell us they are fully aware of the requirements of the SSSA.

Programme standards - Standards of proficiency for community specialist public health nurses

Standards of proficiency for entry to the register

Context of practice

- The standards of proficiency apply for entry to the specialist community public health nurses' part of the NMC register.
- They must be achieved within the context of the practice route followed by the student. This provides comparability of proficiency at the point of entry to the register, whilst ensuring that the specific knowledge, skills and proficiencies pertaining to each field of specialist community public health nursing are achieved for safe and effective practice.

Findings against the standard and requirements

Evidence provides assurance that the following is met:

- The standards of proficiency apply for entry to the specialist community public health nurses' part of the NMC register.

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 standard/requirement is met or not met

- The standards of proficiency are achieved within the context of the practice route followed by the student. This provides comparability of proficiency at the point of entry to the register, whilst ensuring that the specific knowledge,

skills and proficiencies pertaining to each field of specialist community public health nursing are achieved for safe and effective practice.

MET **NOT MET**

Documentary evidence confirms that applicants must continue to be registered with the NMC on part one or two of the register. Documentation states that the university and EPs are responsible for disclosure and barring service (DBS) prior to students commencing the programme. Occupational health clearance is undertaken through their employing organisation.

Students tell us that they're fully supported in practice by qualified SCPHN practice assessors. They confirm that practice proficiencies are assessed and recorded in the e-portfolio which develops their reflective practice.

Outcome

Is the standard met?

MET **NOT MET**

Date: 14 July 2021

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Standard 1: Length of programme

- Programmes are required to have an overall length of 52 weeks (of which 45 are programmed weeks).
- There is no maximum time limit within which the programme must be completed and programme providers must ensure that they have in place processes to manage interruptions to the study of programme for whatever reason.

Findings against the standard and requirements	
Evidence provides assurance that the following are met:	
<ul style="list-style-type: none"> Programmes are required to have an overall length of 52 weeks (of which 45 are programmed weeks). 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<ul style="list-style-type: none"> There is no maximum time limit within which the programme must be completed and programme providers must ensure that they have in place processes to manage interruptions to the study of programme for whatever reason 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 14 July 2021	
Post event review	
Identify how the condition(s) is met:	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 2: Structure of programme

- Programmes will comprise practical and theoretical learning that is transferable to different settings, clients and areas of practice, addressing the common principles of community public health.
- In addition, programmes should distinguish common core learning and opportunities for students to learn how this is applied through different roles and in different settings.

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 requirement below is met or not met

- Programmes comprise practical and theoretical learning that is transferable to different settings, clients and areas of practice, addressing the common principles of community public health.

MET **NOT MET**

The programme specification demonstrates that theory and practice are distributed throughout the programme. Modules are undertaken in three semesters with a consolidation placement taken in the final semester in the defined area of SCPHN practice, HV or SN.

- programmes distinguish common core learning and opportunities for students to learn how this is applied through different roles and in different settings.

MET **NOT MET**

Programme documentation confirms that module learning outcomes are mapped against the SPSCPHN. Documentation indicates that the programme consists of seven modules as set out in the programme's specifications. The order in which modules are taken is bespoke to that student. Programme documentation confirms that all core course units must be passed to successfully complete the programme. The programme team ensure the application of content is applied to the different HV and SN roles. Students tell us that there are specific sessions in the modules related to their field of practice and material is relevant to both disciplines.

The programmes specifications demonstrate the programmes are only offered at level seven. Potential apprentices need to be able to demonstrate achievement of a first degree or if they have a diploma in nursing, demonstration of learning and assessment at level six. Applicants need to be active on the NMC register as a nurse (first part of the NMC register), or a midwife (second part of the NMC register).

Documentation indicates that the prospective student must have secured Trust sponsorship via the values based recruitment process in which the EP takes the lead. A practice assessor and practice supervisor are arranged as part of the sponsorship contract for practice assessment. There is standardisation of the recruitment process between different employers.

A full UK driving licence is required and the documentation states all students have an enhanced DBS check before the start of the programme, carried out by the

university. EPs ensure that this is undertaken for new staff and is in place for existing staff.

Students confirm that they're supported by practice assessors and practice supervisors for the duration of the programme. They tell us that practice assessors and practice supervisors support them to experience learning opportunities and exposure to different roles and in different settings. They confirm that they are supported to identify learning needs that enable them to meet their practice proficiencies. They tell us that learning is documented in the e-portfolio, which facilitates reflective learning and records professional development. It is assessed by the practice assessor and confirmed by the academic assessor. Students tell us that they're able to develop and meet the required standard to ensure safe and effective practice.

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 14 July 2021

Post event review

Identify how the condition(s) is met:

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 3: Balance of practice and theory

- The balance between practice and theory in the programmes will be 50 percent practice and 50 percent theory across the whole programme.
- A consolidating period of practice equivalent to at least 10 weeks at the end of the programme is required to enable students to consolidate their education and competence in the practice field.

Findings against the standards and requirements

Evidence provides assurance that the following requirements are met:

- The balance between practice and theory in the programmes is 50 percent practice and 50 percent theory across the whole programme.

Yes No

Unchanged since the original approval on 12 February 2017 (SN) and 11 May 2017 (HV).

- A consolidating period of practice equivalent to at least 10 weeks at the end of the programme enables students to consolidate their education and competence in the practice field.

Yes No

Unchanged since the original approval on 12 February 2017 (SN) and 11 May 2017 (HV).

Outcome

Is the standard met? MET NOT MET

Date: 14 July 2021

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

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

Standard 4: Defined areas of practice
<ul style="list-style-type: none"> • Where a particular practice route is required students must have completed their consolidated practice experience (minimum of 10 weeks) and at least half the remaining practice time (minimum 6.3 weeks) in settings and with clients that are central to the responsibilities for that defined area of practice. At least half the theoretical learning must have been applied to those core settings and clients. • Students must, additionally, spend at least three weeks gaining experience in the settings, and with clients, considered either important or that may be a potential area of responsibility, even if not central to the defined area of practice.
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 requirements below are met or not met

- Where a particular practice route is required students must have completed their consolidated practice experience (minimum of 10 weeks) and at least half the remaining practice time (minimum 6.3 weeks) in settings and with clients that are central to the responsibilities for that defined area of practice. At least half the theoretical learning must have been applied to those core settings and clients.
- Students must, additionally, spend at least three weeks gaining experience in the settings, and with clients, considered either important or that may be a potential area of responsibility, even if not central to the defined area of practice.

MET **NOT MET**

Documentation demonstrates that the apprentice spends a minimum of 112.5 days in the practice environment; 10 of which are days spent in an alternative public health setting (referred to as public health days), and a further five days spent in an alternative practice setting in their field of practice.

The e-portfolio guidance states a copy of the practice-hours 'sign off' sheet and a student progression report are submitted each semester and the practice assessor signs off the days. The programme handbook (2021) and the apprenticeship timetable show that a period of consolidated practice at the end of the programme is taken over a period of 12 weeks in a HV or SN area of SCPHN practice, with clients that are central to the responsibilities to the appropriate area of practice.

Days missed are recorded in the e-portfolio and there is a place for practice assessors to confirm that the student has completed the required days by the end of the programme. Apprentices spend more time in practice than is required in the approved programmes and students may not be asked to make up sick days if they are progressing and will exceed the minimum placement days. The SCPHN apprenticeship calendar demonstrates when practice is taking place throughout the programme.

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 <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 14 July 2021			
Post event review			
Identify how the condition(s) is met			
N/A			
Date condition(s) met:			
N/A			
Revised outcome after condition(s) met:		MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A			

Standard 5: Academic standard of programme	
<ul style="list-style-type: none"> The minimum academic standard of specialist community public health programmes remains that of a first degree. 	
Findings against the standards and requirements	
Evidence provides assurance that the following requirement is met: The minimum academic standard of specialist community public health programmes remains that of a first degree.	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met	
YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	

Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 14 July 2021	
Post event review	
Identify how the condition(s) is met	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Fall Back Award	
<i>Standards framework for nursing and midwifery education, specifically R2.11, R2.20</i>	
Findings against the standards and requirements	
Fall Back Award	
If there is a fall back exit award with registration as a SCPHN all NMC standards and proficiencies are met within the award	
	YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
There is no fall back award leading to NMC registration.	
Assurance is provided that the Standards framework for nursing and midwifery education relevant to the qualification to be awarded are met	
	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>

Date: 14 July 2021	
Post event review	
Identify how the condition(s) is met N/A	
Date condition(s) met: N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standard 6: Content of curriculum
<ul style="list-style-type: none"> • The content of the curriculum for specialist community public health nursing programmes should be that which will enable the achievement of the standards of proficiency sufficient for safe and effective practice for entry to the register as a specialist community public health nurse. • Where a student intends to work in a particular area of practice, content must enable sufficient learning to take place within that area to ensure safe and effective practice. The outcomes and standards for proficiency should be read in conjunction with the guiding principles.
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 requirement below is met or not met

- The content of the curriculum for specialist community public health nursing programmes will enable the achievement of the standards of proficiency sufficient for safe and effective practice for entry to the register as a specialist community public health nurse.

MET **NOT MET**

Documentary evidence and the modification visit confirm that students are able to experience a range of practice learning opportunities to enable them to develop and meet the required standard to ensure safe and effective practice or entry to the register as a HV or SN. There's evidence of a mapping tool which demonstrates how the programme meets the SPSCPHN. The programme is made up of seven modules. All are undertaken by both HVs and SNs. Some modules are undertaken with students on other programmes, including district nurses.

V100 is integrated into the Foundations of Specialist Community Public Health Nursing modules. Students or apprentices not undertaking V100 prescribing will omit parts of the learning material and assessment and have independent learning time. The programme team report that SCPHN students value aspects of learning to support families, children and young people in the use of over the counter medicines, contributing to knowledge of diagnosis, and understanding drug interactions and contribute to decision making. Therefore, students will be invited and encouraged to continue to engage in scheduled learning.

- Where a student intends to work in a particular area of practice, content will enable sufficient learning to take place within that area to ensure safe and effective practice. The outcomes and standards for proficiency should be read in conjunction with the guiding principles.

MET **NOT MET**

The programme is aligned to the development of SCPHN HVs and SNs who are competent and safe for entry to the third part of the NMC register. The programme is mapped to the SCPHN standards of proficiency (NMC 2004) and all elements are included.

Assurance is provided that the Standards framework for nursing and midwifery education relevant to curricula and assessment are met		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
Outcome			
Is the standard met?		MET <input checked="" type="checkbox"/>	NOT MET <input type="checkbox"/>
Date: 14 July 2021			
Post event review			
Identify how the condition(s) is met			
N/A			
Date condition(s) met:			
N/A			
Revised outcome after condition(s) met:		MET <input type="checkbox"/>	NOT MET <input type="checkbox"/>
N/A			

Standard 7: Student support
<ul style="list-style-type: none"> Students should be supported in both academic and practice learning environments by appropriately qualified teachers. It is expected that teachers in the practice field, as well as those leading academic programmes, will hold qualifications and experience relevant to the area of practice in which they are supporting students, as they will be required to contribute to summative assessments.
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 requirement below is met or not met

- Students are supported in both academic and practice learning environments by appropriately qualified teachers.

MET **NOT MET**

- It is expected that teachers in the practice field, as well as those leading academic programmes, will hold qualifications and experience relevant to the area of practice in which they are supporting students, as they will be required to contribute to summative assessments.

MET **NOT MET**

Documentary review and meetings with the programme leader, PLPs and EPs at the visit provide assurance that the programme leader and team are appropriately qualified and there's a process for identifying and preparing academic assessors. There is one HV programme leader and one SN associate lecturer. There is a commitment of the school to the programme. It is reported that the programme team could draw upon the wider community of the school which includes school nurses and health visitors; many of whom actively teach on the programme and could contribute more if necessary. (Recommendation one).

Documentary evidence provides assurance that the apprentice has a practice assessor and a practice supervisor in the employment setting for the duration of the programme. Practice assessors must be registered SCPHNs with appropriate equivalent experience for the student's field of practice. Discussion at the visit identified that on occasions a student SN may be assessed by a HV practice assessor because of the shortage of SN practice assessors. Such assessment is with an assessor who has experience of the field of practice. (Recommendation two).

Practice assessors and practice supervisors tell us of their preparation to support practice learning and summative assessments for SCPHN students and they are clear on ways of working with apprentices who were practising previously in the same setting. Expectations of the practice assessor and practice supervisor role are clearly defined for employers and apprentices.

Apprentices will be actively monitored in tripartite meetings held at regular progression points between the apprentice, their practice supervisor and assessor and the academic assessor.

In terms of study support, apprentices can access the centre for academic development service. Teaching information is delivered via the virtual learning environment. The student voice is heard via elected student representatives and subject committees that meet to discuss the running of the programmes and student module evaluations.

Documentary evidence and EPs confirm that educational audits of practice learning environments are undertaken by practice assessors prior to the start of the student. These are reviewed when a student moves placement, if something significant changes in the placement area and if any concerns are raised indicating that the practice learning is not a safe and quality experience for the student.

Assurance is provided that the [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](#) are met

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 14 July 2021

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET NOT MET

N/A

Standard 8: Nature of programme

- The programme should be arranged so that teaching and learning of both core principles and those specific to particular practice routes are integrated through the whole programme at a level beyond initial registration as a nurse or midwife. This will provide opportunities for appropriate shared learning between areas of community public health.

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 requirement below is met or not met

- The programme is arranged so that teaching and learning of both core principles and those specific to particular practice routes are integrated through the whole programme at a level beyond initial registration as a nurse or midwife. This will provide opportunities for appropriate shared learning between areas of community public health.

MET **NOT MET**

The modification involves a move to blended learning for both the apprenticeship and the Health Education England (HEE) funded students.

The programme uses a variety of approaches to learning, giving flexibility to students. Technology enhanced learning is embedded within the virtual learning environment (VLE), Moodle, and provides a range of resources to support student learning. Module content is delivered online and in lectures and seminars. The programme leader has a known expertise in this area. Students tell us that they're able to access unit content and learning materials online.

Some modules are currently available as online modules and are well received by students. Other parts of the programmes have been delivered in different ways in the past year and these modifications are to be retained. It is not clear in the student facing documentation what blended learning means. There is mention of synchronous seminars and action learning sets, either online or face to face, skills sessions on campus and asynchronous online learning with face to face delivery for some teaching, such as practical skills for infant feeding support and V100 workshops. Students are unlikely to be clear what is expected of them and how frequently they are required to attend the university. (Condition one)

Outcome

Is the standard met?

MET **NOT MET**

It is not clearly set out what is meant by blended learning. Students are unlikely to be clear on what is expected of them and how frequently they are required to attend the university. There is a need to state this clearly in student facing documentation.

Condition one: Ensure the student facing documentation (and other documentation) clearly communicates the detail of the student learning experience. (SPSCPHN Standard eight)

Date: 14 July 2021

Post event review

Identify how the condition(s) is met

Condition one:

Revised student facing documentation and programme documentation clearly communicates the detail of the student learning experience in relation to blended learning and planned attendance on the programme.

Condition one is met.

Evidence:

- A.2.a i. Programme handbook health visiting PGD-CPH, 28 July 2021
- A.2.a. ii. Programme handbook school nursing PGD-CPS, 28 July 2021
- A.2.c. i. Programme handbook Health visiting – apprenticeship, 28 July 2021
- A.2.d. ii. Programme handbook School nursing – apprenticeship, 28 July 2021

A.2.a FINAL UPDATE HV Programme specification 2021 (non- apprentice), July 2021

A.2.b FINAL UPDATE SN Programme specification 2021 (non- apprentice), July 2021

A.2.c. FINAL UPDATE HV Programme specification 2021 (apprentice), July 2021

A.2.d. FINAL UPDATE SN Programme specification 2021 (apprentice), July 2021

A.3.a. UPDATED - NURS7047 FSCPHN 1 Module descriptor, 23 April 2021

A.3.b. UPDATED - NURS7048 FSCPHN 2 Module descriptor, 23 April 2021

A.3.g. UPDATED - HESC7011 Leadership Module descriptor, 29 July 2021

A.3.d. UPDATED CHNR7004 Psychosocial care of children - Module descriptor, November 2016

T2.12 Response to conditions and recommendations, 9 August 2021

Date condition(s) met:

11 August 2021

Revised outcome after condition(s) met:

MET NOT MET

Standard 9: Knowledge underpinning practice

- In order to provide a knowledge base for practice, contemporary theoretical perspectives and public health standards should be explored.

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 requirement below is met or not met

- In order to provide a knowledge base for practice, contemporary theoretical perspectives and public health standards are explored.

MET **NOT MET**

The documentation indicates that the programme is based on the SPSCPHN and sets out to address the occupational standards for the Specialist Community Public Health Nurse apprenticeship standard (Institute for apprenticeships and technical education, 2021). The curriculum model combines discipline specific with inter-professional learning.

Outcome

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

Date: 14 July 2021

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

N/A

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

N/A

Standard 10: Assessment

- A range of assessment strategies should be used throughout the programme to test knowledge and standards of proficiency in all aspects of the specialist community public health nursing curriculum. These must include at least one timed examination under invigilated conditions. This requirement excludes any examinations that may be required for nurse prescribing associated with health visiting.

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 requirements below are met or not met

- A range of assessment strategies are used throughout the programme to test knowledge and standards of proficiency in all aspects of the specialist community public health nursing curriculum. These include at least one timed examination under invigilated conditions. This requirement excludes any examinations that may be required for nurse prescribing associated with health visiting.

MET NOT MET

Assessment throughout each domain of the programme occurs academically and in practice. There are a range of assessments utilised throughout the programme. Academic assessment includes a case study, poster, e-portfolio, assignments, a report and an Objective Structured Clinical Examination (OSCE) which is timed under invigilated conditions.

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

YES NO

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

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 14 July 2021

Post event review

Identify how the condition(s) is met

N/A

Date condition(s) met:

N/A

Revised outcome after condition(s) met:

MET **NOT MET**

N/A

Standard 11: Student status and supernumerary status

- Students undertaking programmes of preparation for specialist community public health nursing practice will be directed throughout by the approved educational institution; and shall have supernumerary status to enable them to achieve the required standards of proficiency. In this instance supernumerary status means, in relation to a student, that she shall not as part of her programme of preparation be employed by any person or body under a contract of service to provide community public health nursing care.
- Where part time students are being employed at the same time as undertaking a programme of preparation, provision must be made to ensure that students are able to obtain suitable learning experiences for a period equivalent to 50 percent of the programme.

Findings against the standards and requirements

Evidence provides assurance that the following requirement is met:

- Students undertaking programmes of preparation for specialist community public health nursing practice are directed throughout by the approved educational institution; and have supernumerary status to enable them to achieve the required standards of proficiency. In this instance supernumerary status means, in relation to a student, that she shall not as part of her programme of preparation be employed by any person or body under a contract of service to provide community public health nursing care.

Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>	
<ul style="list-style-type: none"> Where part time students are being employed at the same time as undertaking a programme of preparation, provision ensures that students are able to obtain suitable learning experiences for a period equivalent to 50 percent of the programme. 	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Outcome	
Is the standard met?	MET <input checked="" type="checkbox"/> NOT MET <input type="checkbox"/>
Date: 14 July 2021	
Post event review	
Identify how the condition(s) is met	
N/A	
Date condition(s) met:	
N/A	
Revised outcome after condition(s) met:	MET <input type="checkbox"/> NOT MET <input type="checkbox"/>
N/A	

Standards of proficiency: 4 domains
<ul style="list-style-type: none"> Search for health needs Stimulation of awareness of health needs Influence on policies affecting health Facilitation of health enhancing activities
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 domains below are met or not met

4 domains:

- Search for health needs
- Stimulation of awareness of health needs
- Influence on policies affecting health
- Facilitation of health enhancing activities

MET **NOT MET**

Unchanged since the original approval on 12 February 2017 (SN) and 11 May 2017 (HV).

Outcome

Is the standard met?

MET **NOT MET**

Date: 14 July 2021

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 SCPHN HV/SN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook SCPHN HV SCPHN SN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice assessment documentation (PAD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice placement 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 type="checkbox"/>	<input checked="" 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) at programme level (Gateway one)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s) (Gateway two)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards of proficiency for specialist community public health nurses</i> (NMC, 2004) (Gateway three)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Written placement agreements between the education institution and associated practice learning partners to support the programme intentions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>If you stated no above, please provide the reason and mitigation:</p> <p>There is no specific academic assessor focused information specific to the programme. This is mitigated by the small programme team, and material is evident in apprenticeship programme handbook and e-portfolio guidance.</p> <p>There are some outstanding EP written agreements. Condition two applies.</p>		
<p>List additional documentation:</p> <p>Post visit documentation:</p> <p>A.2.a i. Programme handbook health visiting PGD-CPH, 28 July 2021 A.2.a. ii. Programme handbook school nursing PGD-CPS, 28 July 2021 A.2.c. i. Programme handbook Health visiting – apprenticeship, 28 July 2021 A.2.d. ii. Programme handbook School nursing – apprenticeship, 28 July 2021</p> <p>A.2.a FINAL UPDATE HV Programme specification 2021 (non- apprentice), July 2021 A.2.b FINAL UPDATE SN Programme specification 2021 (non- apprentice), July 2021 A.2.c. FINAL UPDATE HV Programme specification 2021 (apprentice), July 2021 A.2.d. FINAL UPDATE SN Programme specification 2021 (apprentice), July 2021</p> <p>A.3.a. UPDATED - NURS7047 FSCPHN 1 Module descriptor, 23 April 2021 A.3.b. UPDATED - NURS7048 FSCPHN 2 Module descriptor, 23 April 2021 A.3.g. UPDATED - HESC7011 Leadership Module descriptor, 29 July 2021 A.3.d. UPDATED CHNR7004 Psychosocial care of children - Module descriptor, November 2016</p> <p>T2.12 Response to conditions and recommendations, 9 August 2021</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: Health visitor alumnus x one 2017-2018 Health visitor student x one 2019-2020 School nurse student x one 2019-2020 Health visitor students x two 2021-2022 School nurse student x one 2021-2022		
Service users 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Virtual learning environment		
Educational audit tools/documentation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes, state where visited/findings:		
If you stated no above, please provide the reason and mitigation:		
The modification visit was undertaken as a remote visit due to the COVID19 pandemic. OBU is an established provider of SCPHN programmes, a resource check is not required.		
Additional comments: None identified		

Mott MacDonald Group Disclaimer

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

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

Issue record

Final Report

Author(s):	Val Thurtle	Date:	26 July 2021
Checked by:	Pamela Page	Date:	26 July 2021
Submitted by:	Aman Dhanda	Date:	24 August 2021
Approved by:	Emiko Hughes	Date:	25 August 2021