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**Programme Major Modification report**

**Section one**

| | |
|---|---|
| **Programme provider name:** | Oxford Brookes University |
| **In partnership with:** *(Associated practice learning partners and/or employer partners involved in the delivery of the programme)* | Oxford Health NHS Foundation Trust Berkshire Healthcare NHS Foundation Trust |
| **Programme reviewed:** *This is the NMC programme title(s)* | **Select the specialist practitioner programme(s) to be reviewed:** Specialist practitioner **-** District nursing with integrated V100 nurse prescribing ☐ Specialist practitioner **-** District nursing with integrated V300 nurse prescribing ☒ Specialist practitioner **-** adult nursing ☐ Specialist practitioner - mental health ☐ Specialist practitioner **-** child ☐ Specialist practitioner **-** learning disabilities ☐ Specialist practitioner **-** general practice nursing ☐ Specialist practitioner - community mental health nursing ☐ Specialist practitioner **-** community children's nursing ☐ Specialist practitioner **-** community learning disabilities nursing ☐ Specialist practitioner **-** occupational health nursing ☐ Specialist practitioner - school nursing ☐ **Apprenticeship route** Specialist practitioner **-** District nursing with integrated V300 nurse prescribing apprenticeship ☒ |
| **AEI programme title(s):** | |

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| **Current AEI programme title(s):** *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)* | Post Graduate Diploma District Nursing |
|---|---|
| **Modified AEI programme title(s) if applicable:** *Please include new title(s) if current AEI programme title(s) are being modified as a result of this modification or add N/A* | N/A |
| **Additional AEI programme title(s) if applicable:** *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* | District Nurse Apprenticeship (incorporating Post Graduate Diploma District Nursing) |

| **Academic level of current programme:** | |
|---|---|
| Specialist practitioner - District nursing with integrated V100 nurse prescribing | England, Wales, Northern Ireland ☐ Level 6 ☐ Level 7 <br><br> SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 |
| Specialist practitioner - District nursing with integrated V300 nurse prescribing | England, Wales, Northern Ireland ☐ Level 6 ☒ Level 7 <br><br> SCQF ☐ Level 9 ☐ Level 10 ☐ Level 11 |

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| Specialist practitioner **-** adult nursing | England, Wales, Northern Ireland<br>☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 9 ☐ Level 10<br>☐ Level 11 |
| Specialist practitioner - mental health | England, Wales, Northern Ireland<br>☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 9 ☐ Level 10<br>☐ Level 11 |
| Specialist practitioner **-** child | England, Wales, Northern Ireland<br>☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 9 ☐ Level 10<br>☐ Level 11 |
| Specialist practitioner **-** learning disabilities | England, Wales, Northern Ireland<br>☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 9 ☐ Level 10<br>☐ Level 11 |
| Specialist practitioner **-** general practice nursing | England, Wales, Northern Ireland<br>☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 9 ☐ Level 10<br>☐ Level 11 |
| Specialist practitioner - community mental health nursing | England, Wales, Northern Ireland<br>☐ Level 6 ☐ Level 7<br><br>SCQF<br>☐ Level 9 ☐ Level 10<br>☐ Level 11 |

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|---|---|
| Specialist practitioner - community children's nursing | England, Wales, Northern Ireland<br>☐ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9   ☐ Level 10<br>☐ Level 11 |
| Specialist practitioner - community learning disabilities nursing | England, Wales, Northern Ireland<br>☐ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9   ☐ Level 10<br>☐ Level 11 |
| Specialist practitioner - occupational health nursing | England, Wales, Northern Ireland<br>☐ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9   ☐ Level 10<br>☐ Level 11 |
| Specialist practitioner - school nursing | England, Wales, Northern Ireland<br>☐ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9   ☐ Level 10<br>☐ Level 11 |
| Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship | England, Wales, Northern Ireland<br>☐ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9   ☐ Level 10<br>☐ Level 11 |
| **Academic levels of modified/additional programme(s)/route(s):** ||
| Specialist practitioner - District nursing with integrated V100 nurse prescribing | England, Wales, Northern Ireland<br>☐ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9   ☐ Level 10 |

| | |
|---|---|
| | ☐ Level 11<br><br>☐ N/A |
| Specialist practitioner - District nursing with integrated V300 nurse prescribing | England, Wales, Northern Ireland<br>☐ Level 6  ☒ Level 7<br><br>SCQF<br>☐ Level 9    ☐ Level 10<br>☐ Level 11<br><br>☐ N/A |
| Specialist practitioner - adult nursing | England, Wales, Northern Ireland<br>☐ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9    ☐ Level 10<br>☐ Level 11<br><br>☐ N/A |
| Specialist practitioner - mental health | England, Wales, Northern Ireland<br>☐ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9    ☐ Level 10<br>☐ Level 11<br><br>☐ N/A |
| Specialist practitioner - child | England, Wales, Northern Ireland<br>☐ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9    ☐ Level 10<br>☐ Level 11<br><br>☐ N/A |
| Specialist practitioner - learning disabilities | England, Wales, Northern Ireland<br>☐ Level 6  ☐ Level 7 |

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| | SCQF<br>☐ Level 9  ☐ Level 10<br>☐ Level 11<br><br>☐ N/A |
|---|---|
| Specialist practitioner - general practice nursing | England, Wales, Northern Ireland<br>☐ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9  ☐ Level 10<br>☐ Level 11<br><br>☐ N/A |
| Specialist practitioner - community mental health nursing | England, Wales, Northern Ireland<br>☐ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9  ☐ Level 10<br>☐ Level 11<br><br>☐ N/A |
| Specialist practitioner - community children's nursing | England, Wales, Northern Ireland<br>☐ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9  ☐ Level 10<br>☐ Level 11<br><br>☐ N/A |
| Specialist practitioner - community learning disabilities nursing | England, Wales, Northern Ireland<br>☐ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9  ☐ Level 10<br>☐ Level 11<br><br>☐ N/A |

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| Specialist practitioner - occupational health nursing | England, Wales, Northern Ireland<br>☐ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9   ☐ Level 10<br>☐ Level 11<br><br>☐ N/A |
|---|---|
| Specialist practitioner - school nursing | England, Wales, Northern Ireland<br>☐ Level 6  ☐ Level 7<br><br>SCQF<br>☐ Level 9   ☐ Level 10<br>☐ Level 11<br><br>☐ N/A |
| Specialist practitioner - District nursing with integrated V300 nurse prescribing apprenticeship | England, Wales, Northern Ireland<br>☐ Level 6  ☒ Level 7<br><br>SCQF<br>☐ Level 9   ☐ Level 10<br>☐ Level 11<br><br>☐ N/A |
| **Programme approval dates:** | |
| **Date of NMC approval of the programme being modified:** *This is the approval date under the most recent NMC standards.* | 8 February 2017 |
| **Date(s) of NMC approval of any modifications since last approval:** | |
| **Programme start dates:** | |

| | |
|---|---|
| **Current modification programme start date:**<br><br>Specialist practitioner **-** District nursing with integrated V100 nurse prescribing<br>Specialist practitioner **-** District nursing with integrated V300 nurse prescribing<br><br>Specialist practitioner **-** adult nursing<br>Specialist practitioner - mental health<br>Specialist practitioner **-** child<br>Specialist practitioner **-** learning disabilities<br><br>Specialist practitioner **-** general practice nursing<br>Specialist practitioner - community mental health nursing<br>Specialist practitioner **-** community children's nursing<br>Specialist practitioner - community learning disabilities nursing<br>Specialist practitioner **-** occupational health nursing<br>Specialist practitioner - school nursing<br><br>**Apprenticeship route**<br><br>Specialist practitioner **-** District nursing with integrated V300 nurse prescribing apprenticeship | <br><br><br>☐<br><br>19 September 2022<br><br><br><br>☐<br>☐<br>☐<br>☐<br><br><br>☐<br><br>☐<br><br>☐<br><br>☐<br><br>☐<br><br><br><br>19 September 2022 |
| **Date of modification:** | 14 July 2021 |
| **Type of modification:** | Visit |

| QA visitor(s): | Registrant Visitor: Heather Bain |
|---|---|

| Summary of review and findings |
| --- |
| Oxford Brookes University (OBU), School of Nursing, Department of Midwifery, Community Nursing and Public Health (school) in the faculty of health and life sciences is an established provider of the specialist practitioner qualification district nursing (SPQ DN) with integrated V300 prescribing program. The programme was approved by the Nursing and Midwifery Council (NMC) 8 February 2017. The V300 programme was approved on 10 July 2019 against the Standards for prescribing programmes and Standards for nurse and midwife prescribers (adoption of the Royal Pharmaceutical Society (RPS) Competency Framework for all Prescribers (NMC, 2018). The V300 approval also included a modification to implement the Standards for student supervision and assessment (SSSA) (NMC, 2018) to the SPQ DN programme.<br><br>OBU is seeking a modification to the approved programme in the form of revising the mode of delivery to a blended model and the approval of a SPQ DN apprenticeship route. The current provision of a full-time one year and a part-time two-year route will continue. No changes have been made to the programme learning outcomes. The apprenticeship is offered part-time over two years and will run alongside the existing provision.<br><br>There will be no students transferring onto the SPQ DN apprenticeship programme.<br><br>Programme documentation and the modification visit confirms that effective partnership working at strategic and operational level evidence with PLPs and EPs. There's evidence of engagement in the development of the modification and commitment by employer partners (EPs). The apprenticeship route meets Standards for specialist education and practice (SSEP) (NMC, 2001). The following EPs attended the modification visit and provided written confirmation supporting the proposed apprenticeship route, Oxford Health NHS Foundation Trust and Berkshire Healthcare NHS Foundation Trust.<br><br>The programme development is informed by the Standards framework for nursing and midwifery education (SFNME) (NMC, 2018) and SSSA (NMC, 2018). The SFNME are not met at programme level and are subject to two conditions. Arrangements at programme level meet the SSSA. SSEP are not met as a condition applies. |

The modification visit was undertaken remotely during the COVID 19 pandemic.

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

Updated 11 August 2021:

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

No further commitment statements are available to address condition one 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 | |
|---|---|
| **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 ☐ |

| | |
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| **Conditions:** | **Effective partnership working: collaboration, culture, communication and resources:**<br>Condition one: Provide statements of commitment to 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, R2.12) (Joint NMC and university condition)<br><br>**Selection, admission and progression:**<br>None identified.<br><br>**Practice learning:**<br>None identified.<br><br>**Assessment, fitness for practice and award:**<br>None identified.<br><br>**Education governance: management and quality assurance:**<br>Condition two: Ensure the student facing documentation and other documentation clearly communicates the detail of the student learning experience. (SFNME R5.1; SSEP Standard 9.4) (Joint NMC and university condition) |
| **Date condition(s) to be met:** | 11 August 2021 |
| **Recommendations to enhance the programme delivery:** | Recommendation one: Monitor the staff resource involved on the SPQ DN programme to identify staff with appropriate experience in the school, and ensure these staff understand the programme for the purposes of contingency planning. (SFNME R2.18; SSEP Standard 9.4) (Joint NMC and university recommendation)<br><br>Recommendation two: Monitor practice assessor and practice supervisor capacity to support the ongoing programme. (SFNME R2.18; SSEP Standard 9.4) (Joint NMC and University recommendation) |

| | |
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| **Focused areas for future monitoring:** | None identified. |

<br>

| Programme is recommended for approval subject to specific conditions being met |
|---|
| **Commentary post review of evidence against conditions:**<br><br>Condition one is not met. The programme team are unable to provide an additional EP agreement from the employer not present at the meeting as this hasn't been provided by the relevant EPs. Therefore, this EP cannot be approved and is removed from the report. The programme is recommended for approval with the two EPs approved at the visit.<br><br>Revised copies of the programme documentation provide evidence condition two is met.<br><br>The revised module descriptors have been updated to identify the learning and teaching strategy in each module. The programme handbooks have been updated to include a section 'what is blended learning'. Condition two is met.<br><br>The major modification to the programme is recommended for approval. |

| **AEI Observations** | Observations have been made by the education institution     YES ☐       NO ☒ |
|---|---|
| **Summary of observations made, if applicable** | |
| **Final recommendation made to NMC:** | Programme is recommended to the NMC for approval ☒<br><br>Recommended to refuse approval of the programme ☐ |
| **Date condition(s) met:** | 11 August 2021 |

## Section three

| NMC Programme standards |
| --- |
| Please refer to NMC standards reference points<br>*Standards for specialist education and practice* (NMC, 2001)<br>*Standards framework for nursing and midwifery education* (NMC, 2018)<br>*Standards for student supervision and assessment* (NMC, 2018)<br>*The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates* (NMC, 2015 updated 2018)<br>*Quality assurance framework for nursing, midwifery and nursing associate education* (NMC, 2020)<br>*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:**<br><br>*Standards framework for nursing and midwifery education* (NMC, 2018)<br><br>**Standard 1: The learning culture:**<br>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders<br>R1.13 work with service providers to demonstrate and promote inter-professional learning and working<br><br>**Standard 2: Educational governance and quality:**<br>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<br>R2.4 comply with NMC *Standards for student supervision and assessment*<br>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](link)* (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 <u>evaluative summary</u> about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.**

Documentary evidence within the consultation log and supporting notes indicate the School has worked with employers, students, practice supervisors, practice assessors and some service users to develop the apprenticeship route and to move to a blended learning mode of delivery.

EPs in attendance at the visit confirms their support for the development of an apprenticeship route and the blended learning mode of delivery. The commitment statements are in the form of an email containing limited detail. However, whilst

two EPs attending the visit confirmed their commitment to maintaining NMC standards one EP was not in attendance and commitment to NMC standards is not evidenced. (Condition one)

There's documentary evidence of strategic and operational partnership working to support the SSSA in the programme. Strategic meetings are held twice a year with service leads. Practice assessor network meetings are held three times yearly and there is an annual meeting for practice supervisors to attend. New practice supervisors and practice assessors are invited to attend a bespoke workshop. PLPs and EPs tell us there are adequate practice assessors in place currently to support the programme but this has to be continually reviewed. One trust reported a limited number of practice supervisors but they were confident that the SSSA were being adhered to. The programme team are advised to continually monitor the availability of practice supervisors and practice assessors. (Recommendation two)

The academic assessors are prepared for their role with online training. The students will have a different academic assessor for the V300 element of the SPQ DN. There programme team consists of one academic assessor with the DN qualification. The senior team and programme team confirm there are other staff with the DN qualification within the School that could input into the programme if needed. (Recommendation one)

Documentary evidence and discussion with service users and carers (SUCs) at the visit confirm SUCs involvement in the development of the programme. SUCs confirm they've reviewed programme documentation and have seen some of their suggestions being adopted by the programme team. SUCs tell us they are involved in the interview process and receive preparation for their role. Students tell us they are required to obtain feedback from SUCs in the practice learning environment and include this within their e-portfolio.

Documentary evidence and discussion with students confirms that they have been consulted. Students tell us they agree that an apprenticeship route is required for future programmes. The students tell us they value some face to face teaching. Students also tell us that they have appreciated the different approaches to learning and that a more blended approach is appropriate for their learning. The PLPs and EPs confirm their support of a blended mode of delivery. This will allow less travelling time for some students. The programme team reported some modules will continue to have some face to face delivery for example the skills sessions for the advanced history taking and assessment module.

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Students tell us they are supported in practice, by practice supervisors and practice assessors. They confirm practice learning is protected and they are supported to feedback and understand the process for raising concerns as detailed in student facing documentation. Students tell us the programme team are supportive and act in a timely way to any concerns. Students, practice assessors and practice supervisors undertake tripartite meetings with their academic assessor to reflect on practice 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** ☒

Not all EPs attended the visit to confirm their commitment to the apprenticeship programme and maintaining NMC Standards.

Condition one: Provide statements of commitment to 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, R2.12)

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

Update: 10 August 2021

No statement of commitment was received from one proposed EP who did not attend the event. 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 practice programme.

**Optional** ☐     **Integrated** ☐     **N/A** ☒

The V300 is integrated within this programme.

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

## Independent and Supplementary Prescribing (V300)

Please indicate whether the V300 is an integrated or optional element of the Specialist practice programme.

**Optional** ☐     **Integrated** ☒     **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, 2018)*

**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

| **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 <u>evaluative summary</u> to confirm how the Standards for specialist education and practice (NMC, 2001) will be met if existing students are to transfer to the proposed programme.*<br><br>There will be no transfer of students onto the apprenticeship route. |

| **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 <u>evaluative summary</u> to confirm how the transfer to the *Standards for student supervision and assessment (SSSA)* will be met.**<br><br>Documentary evidence and discussion at the visit confirms that the SSSA has been implemented. PLPs and EPs tell us all 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 SSSA. |

**Programme standards** - *Standards for specialist education and practice*

| **Recording the qualification of specialist practice** |
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| **Standard 9: Entry requirements** |
| • An entry on the relevant and appropriate part of the register<br>• Have completed a period of experience of sufficient length to have consolidated **pre-registration outcomes** and to have gained a deeper understanding in relevant professional practice. |
| **Findings against the standard and requirements** |
| **Evidence provides assurance that the following is met:**<br><br>• An entry on the relevant and appropriate part of the register<br> **YES** ☒ **NO** ☐<br><br>• Have completed a period of experience of sufficient length to have consolidated pre-registration outcomes and to have gained a deeper understanding in relevant professional practice.<br> **YES** ☒ **NO** ☐ |
| Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met<br> **YES** ☒ **NO** ☐ |
| **Outcome** |
| **Is the standard met?** **MET** ☒ **NOT MET** ☐<br><br>**Date:** 14 July 2021 |
| **Post event review** |
| **Identify how the condition(s) is met**<br>**N/A** |
| **Date condition(s) met:**<br>N/A |
| **Revised outcome after condition(s) met:** **MET** ☐ **NOT MET** ☐<br>N/A |

| |
|---|
| **Standard 9.4: Length and content of programme** |

- No less than first degree level
- No less than 32 weeks
- 50 percent theory and 50 percent practice

**Key principles:**

- Combination of core and specific modules – core no less than 1/3 and no more than 2/3 of total
- A coherent programme of learning
- Flexible modes of delivery
- Linked to higher education accreditation
  - Credit for APL and APEL

## Findings against the standard and requirements

**Evidence provides assurance that the following are met:**

- No less than first degree level

  **YES** ☒    **NO** ☐

- No less than 32 weeks

  **YES** ☒    **NO** ☐

- 50 percent theory and 50 percent practice

  **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 key principles below are met or not met**

**Key principles:**

- Combination of core and specific modules – core no less than 1/3 and no more than 2/3 of total

**MET** ☒ **NOT MET** ☐

Unchanged via this modification.

- A coherent programme of learning

**MET** ☒ **NOT MET** ☐

Unchanged via this modification.

- Flexible modes of delivery

**MET** ☐ **NOT MET** ☒

Standard 9.4 is not met. Documentary evidence and the modification visit confirms that students must meet all NMC requirements for SPQ DN and V300 to complete the programme. The programme team report on the blended learning approach to the programme. Some face to face delivery will continue but there will be an adoption of asynchronous online learning and synchronous seminars and action learning sets. The programme documentation doesn't however provide full assurance that there's a flexible mode of delivery. There's a lack of detail as to when students are required to be on campus and when they are learning online. (Condition two)

- Linked to higher education accreditation

**MET** ☒ **NOT MET** ☐

Unchanged via this modification.

- Credit for APL and APEL

**MET** ☒ **NOT MET** ☐

Unchanged via this modification.

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to curricula and assessment are met

**YES** ☐ **NO** ☒

| The programme documentation isn't explicit as to what is meant by blended learning, or identifying when students are on campus or learning online. (Condition two) |
|---|

| **Outcome** |
|---|
| **Is the standard met?**                    MET ☐   NOT MET ☒ |
| The programme documentation isn't explicit as to what is meant by blended learning, or identifying when students are on campus or learning online.<br><br>Condition two: Ensure the student facing documentation and other documentation clearly communicates the detail of the student learning experience.<br><br>**Date:** 14 July 2021 |
| **Post event review** |
| **Identify how the condition(s) is met:**<br><br>The revised module descriptors have been updated to identify the learning and teaching strategy in each module. The programme handbooks have been updated to include a section 'what is blended learning'. Condition two is met.<br><br>**Evidence:**<br>Module descriptor, NURS7041 Foundations of community specialist practice 1, undated<br>Module descriptor, NURS7042 Foundations of community specialist practice 2, undated<br>Module descriptor, NURS7043 Foundations of community specialist practice 3, undated<br>Module descriptor, HESC7011 Leadership in Health and Social Care, undated<br><br>Programme handbook, Postgraduate diploma of DN apprenticeship route, 3 August 2021<br><br>Programme handbook, Postgraduate diploma of DN, 3 August 2021 |
| **Date condition(s) met:** 11 August 2021 |
| **Revised outcome after condition(s) met:**          MET ☒   NOT MET ☐ |

| **Fall Back Award** |
|---|
| *Standards framework for nursing and midwifery education, specifically R2.11, R2.20* |
| **Findings against the standards and requirements** |
| **Fall Back Award**<br>If there is a fall back exit award with registration as a specialist practitioner all NMC standards and proficiencies are met within the award<br>                                                 **YES** ☐    **NO** ☐    **N/A** ☒<br><br>There is no fall back exit award that confers NMC registration. |
| Assurance is provided that the *Standards framework for nursing and midwifery education relevant* to the qualification to be awarded are met<br>                                                 **YES** ☒    **NO** ☐ |
| **Outcome** |
| **Is the standard met?**                            **MET** ☒  **NOT MET** ☐<br><br>**Date:** 14 July 2021 |
| **Post event review** |
| **Identify how the condition(s) is met**<br>N/A |
| **Date condition(s) met:**<br>N/A |
| **Revised outcome after condition(s) met:**    **MET** ☐  **NOT MET** ☐<br>N/A |

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| Standard 11: Learning Outcomes |
|---|
| <ul><li>Clinical nursing practice</li><li>Care and programme management</li><li>Clinical practice leadership</li><li>Clinical practice development</li></ul> |
| **Findings against the standard and requirements** |
| **Provide an <u>evaluative summary</u> from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the learning outcomes below are met or not met**<br><br><ul><li>Clinical nursing practice</li><li>Care and programme management</li><li>Clinical practice leadership</li><li>Clinical practice development</li></ul><br>**MET** ☒ **NOT MET** ☐<br><br>Unchanged via this modification. |
| **Outcome** |
| **Is the standard met?**    **MET** ☒ **NOT MET** ☐<br><br>**Date:** 14 July 2021 |
| **Post event review** |
| **Identify how the condition(s) is met:**<br>**N/A** |
| **Date condition(s) met:**<br>N/A |
| **Revised outcome after condition(s) met:**    **MET** ☐ **NOT MET** ☐<br><br>N/A |

| Standard 12: Content of education for common core |
|---|
| <ul><li>Content</li></ul> |

| 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 common core content is met or not met**<br><br>• Content<br><br>                 **MET** ☒ **NOT MET** ☐<br><br>Unchanged via this modification. |
| **Outcome** |
| **Is the standard met?**           **MET** ☒ **NOT MET** ☐<br><br><br>**Date:** 14 July 2021 |
| **Post event review** |
| **Identify how the condition(s) is met:**<br><br>N/A |
| **Date condition(s) met:**<br>N/A |
| **Revised outcome after condition(s) met:**  **MET** ☐ **NOT MET** ☐<br><br>N/A |

<br>

| Core Standards 13: Common Core Learning Outcomes |
|---|
| • Clinical nursing practice<br>• Care and programme management<br>• Clinical practice leadership<br>• Clinical practice development |
| 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 common core learning outcomes below are met or not met** |
|---|
| • Clinical nursing practice<br>• Care and programme management<br>• Clinical practice leadership<br>• Clinical practice development<br><br>**MET** ☒  **NOT MET** ☐<br><br>Unchanged via this modification. |

| **Outcome** |  |
|---|---|
| **Is the standard met?** | **MET** ☒  **NOT MET** ☐ |
| **Date:** 14 July 2021 | |

| **Post event review** |  |
|---|---|
| **Identify how the condition(s) is met:**<br><br>N/A | |
| **Date condition(s) met:**<br>N/A | |
| **Revised outcome after condition(s) met:**  **MET** ☐  **NOT MET** ☐<br>N/A | |

| **Programme specific standards** |
|---|
| • Standards for entry |

| **Findings against the standards and requirements** |
|---|
| **Evidence provides assurance that the standards for entry are met:**<br><br>**YES** ☒    **NO** ☐ |

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

| **Date:** 14 July 2021 |
|---|
| **Post event review** |
| **Identify how the condition(s) is met:**<br><br>N/A |
| **Date condition(s) met:**<br>N/A |
| **Revised outcome after condition(s) met:**  MET ☐  NOT MET ☐<br><br>N/A |

| **Programme specific standards** |
|---|
| **Specific learning outcomes**<br>• Clinical nursing practice<br>• Care and programme management |
| **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 programme specific learning outcomes below are met or not met**<br><br>• Clinical nursing practice<br>• Care and programme management<br><br><div align="right">**MET** ☒ **NOT MET** ☐</div><br>Unchanged via this modification. |
| Assurance is provided that the *Standards framework for nursing and midwifery education*  relevant to curricula and assessment are met<br><br><div align="right">**YES** ☒ **NO** ☐</div> |
| **Outcome** |
| **Is the standard met?**  **MET** ☒ **NOT MET** ☐ |

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| **Date:** 14 July 2021 |
|---|
| **Post event review** |
| **Identify how the condition(s) is met:**<br><br>N/A |
| **Date condition(s) met:**<br>N/A |
| **Revised outcome after condition(s) met:**     MET ☐     NOT MET ☐<br><br>N/A |

**Sources of evidence**

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

| Key documentation | YES | NO |
|---|:---:|:---:|
| Programme document, including proposal, rationale and consultation | ☒ | ☐ |
| Programme specification(s) | ☒ | ☐ |
| Module descriptors<br><br>*Please specify route:*<br>*SPQ - District nursing with integrated V100 nurse prescribing* | ☐ | ☒ |
| *SPQ - District nursing with integrated V300 nurse prescribing* | ☒ | ☐ |
| *SPQ - adult nursing* | ☐ | ☒ |
| *SPQ - mental health* | ☐ | ☒ |
| *SPQ - child* | ☐ | ☒ |
| *SPQ - learning disabilities* | ☐ | ☒ |
| *SPQ - general practice nursing* | ☐ | ☒ |
| *SPQ - community mental health nursing* | ☐ | ☒ |
| *SPQ - community children's nursing* | ☐ | ☒ |
| *SPQ - community learning disabilities nursing* | ☐ | ☒ |
| *SPQ - occupational health nursing* | ☐ | ☒ |
| *SPQ - school nursing* | ☐ | ☒ |
| ***Apprenticeship route***<br>*SPQ - District nursing with integrated V300 nurse prescribing apprenticeship* | ☒ | ☐ |
| Student facing documentation including programme handbook<br><br>*Please specify route:*<br>*SPQ - District nursing with integrated V100 nurse prescribing* | ☐ | ☒ |
| *SPQ - District nursing with integrated V300 nurse prescribing* | ☒ | ☐ |
| *SPQ - adult nursing* | ☐ | ☒ |
| *SPQ - mental health* | ☐ | ☒ |

| | | |
|---|---|---|
| *SPQ - child* | ☐ | ☒ |
| *SPQ - learning disabilities* | ☐ | ☒ |
| *SPQ - general practice nursing* | ☐ | ☒ |
| *SPQ - community mental health nursing* | ☐ | ☒ |
| *SPQ - community children's nursing* | ☐ | ☒ |
| *SPQ - community learning disabilities nursing* | ☐ | ☒ |
| *SPQ - occupational health nursing* | ☐ | ☒ |
| *SPQ - school nursing* | ☐ | ☒ |
| **Apprenticeship route**<br>*SPQ - District nursing with integrated V300 nurse prescribing apprenticeship* | ☒ | ☐ |
| Practice assessment documentation (PAD) | ☒ | ☐ |
| Practice placement handbook: | ☒ | ☐ |
| Practice learning handbook for practice supervisors and assessors specific to the programme | ☒ | ☐ |
| Academic assessor focused information specific to the programme | ☒ | ☐ |
| Mapping document providing evidence of how the education institution has met the *Standards framework for nursing and midwifery education* (NMC, 2018) at programme level (Gateway 1) | ☒ | ☐ |
| Mapping document providing evidence of how the *Standards for student supervision and assessment* (NMC, 2018) apply to the programme(s) (Gateway 2) | ☒ | ☐ |
| Mapping document providing evidence of how the education institution has met the *Standards for specialist education and practice (NMC, 2001)* (Gateway 3) | ☒ | ☐ |
| Curricula vitae for relevant staff | ☒ | ☐ |
| Written placement agreements between the education institution and associated practice learning partners to support the programme intentions. | ☒ | ☐ |
| Written agreement(s) to support the programme intentions between the education institution and employer partners for apprenticeship routes (if applicable). | ☒ | ☐ |
| If you stated no above, please provide the reason and mitigation: | | |

| | | |
|---|---|---|
| Documentation supplied relates solely to SPQ DN with integrated V300. No other routes are presented for approval. | | |
| List additional documentation: <br> Post visit documentation: <br> Response to the conditions, 9 August 2021 <br> Module descriptor, NURS7041 Foundations of community specialist practice 1, undated <br> Module descriptor, NURS7042 Foundations of community specialist practice 2, undated <br> Module descriptor, NURS7043 Foundations of community specialist practice 3, undated <br> Module descriptor, HESC7011 Leadership in Health and Social Care, undated <br><br> Programme handbook, Postgraduate diploma of DN apprenticeship route, 3 August 2021 <br> Programme handbook, Postgraduate diploma of DN, 3 August 2021 | | |
| Additional comments: <br> None identified. | | |

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

| | YES | NO |
|---|---|---|
| Senior managers of the AEI/education institution with responsibility for resources for the programme | ☒ | ☐ |
| Senior managers from associated practice learning partners with responsibility for resources for the programme | ☒ | ☐ |
| Senior managers from associated employer partners with responsibility for resources for the programme (applicable for apprenticeship routes) | ☒ | ☐ |
| Programme team/academic assessors | ☒ | ☐ |
| Practice leads/practice supervisors/ practice assessors | ☒ | ☐ |
| Students | ☒ | ☐ |
| If yes, please identify cohort year/programme of study: <br><br> Three SPQ DN students - January 2021 <br> Two SPQ DN students - September 2018 | | |

| Service users and carers | ☒ | ☐ |
|---|---|---|
| If you stated no above, please provide the reason and mitigation: | | |
| Additional comments:<br>None identified. | | |

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

| | YES | NO |
|---|---|---|
| Specialist teaching accommodation (e.g. clinical skills/simulation suites) | ☐ | ☒ |
| Library facilities | ☐ | ☒ |
| Technology enhanced learning<br>Virtual learning environment | ☐ | ☒ |
| Educational audit tools/documentation | ☐ | ☒ |
| Practice learning environments | ☐ | ☒ |
| If yes, state where visited/findings: | | |
| If you stated no above, please provide the reason and mitigation:<br>OBU is an established AEI and provider of SPQ DN programmes. A resource check is not required. | | |
| Additional comments:<br>None identified. | | |

| **Issue record** | | | |
|---|---|---|---|
| **Final Report** | | | |
| Author(s): | Heather Bain | Date: | 22 July 2021 |
| Checked by: | Pamela Page | Date: | 23 July 2021 |

| Submitted by: | Aman Dhanda | Date: | 24 August 2021 |
|---|---|---|---|
| Approved by: | Leeann Greer | Date: | 25 August 2021 |