



Nursing and Midwifery Council Quality Assurance Review

Programme Approval Report for:

Post-registration qualifications leading to:

**Specialist Community Public Health Nurse – School
Nurse**

**Specialist Community Public Health Nurse – Health
Visiting**

Oxford Brookes University

December 2024

Contents

Key institutional and programme details	1
Executive summary	2
Conditions and recommendations	3
Conditions.....	3
Recommendations for enhancement.....	3
Response to conditions.....	4
Explanation of findings for Part 3	5
Standard 1: Selection, admission, and progression.....	5
Standard 2: Curriculum	8
Standard 3: Practice learning	12
Standard 4: Supervision and assessment	16
Standard 5: Qualification to be awarded.....	19

Key institutional and programme details

Name and location of Approved Education Institution (AEI)		Oxford Brookes University Gipsy Lane Headington Oxford OX3 0BP		
AEI institution Identifier [UKPRN]		10004930		
Name and location of academic delivery partner(s) if not the AEI noted above		Not applicable		
Name of practice learning/employer partners		Not applicable		
Approval type		Programme approval		
Name of programme				
NMC Programme Title	AEI Programme Title (in full)	Academic level	Full-time	Part-time
Specialist Community Public Health Nurse – School Nurse	Post Graduate Diploma in Specialist Community Public Health Nursing (Health Visiting)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specialist Community Public Health Nurse – Health Visiting	Post Graduate Diploma in Specialist Community Public Health Nursing (School Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Proposed programme start date		22 January 2025		
Standard(s) under assessment		<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for post-registration programmes		
Date of visit		12 November 2024		
Visitor team		Registrant Visitors: Miss Julie Fletcher and Mrs Helen Rees Lay Visitor: Dr Gareth Longden		

Executive summary

Quality Assurance Reviews (QARs) are undertaken for the specific purpose of making recommendations to the Nursing and Midwifery Council (NMC) in relation to the approval (or otherwise) of the above-named programmes or in relation to the approval (or otherwise) of major modifications to the above-named programmes. Reviews follow the Gateway approach to programme approvals and major modifications, as outlined in [QAA Guidance for Approved Education Institutions on NMC Quality Assurance Reviews](#).

Reviews involve a period of desk-based analysis with the opportunity for NMC visitors to request further information, evidence or clarification and a conjoint visit with the Approved Education Institution (AEI) programme approval panel. All evidence submitted by the AEI is reviewed by the visitors.

Visits enable both the NMC visitors and the AEI programme approval panel to gather further evidence and clarifications to inform their judgements and make recommendations about the AEI's ability to meet the NMC standards. Visits will normally include meetings with a range of stakeholders such as students, people who use services and their carers, employers, practice learning partners, the programme team and senior managers.

Following a review, a draft report is shared with the AEI for the purposes of confirming factual accuracy before the report is finalised.

The conjoint visit with the AEI approval panel took place on 12 November 2024.

Context for the review

This approval requested by Oxford Brookes University (OBU) is for Post Graduate Diploma in Specialist Community Public Health Nursing (SCPHN) (Health Visiting) and Post Graduate Diploma in Specialist Community Public Health Nursing (SCPHN) (School Nursing). OBU is already an approved provider of both SCPHN programmes but intends to develop distance learning programmes delivered online to better meet the needs of individuals and trusts and take account of longer term workforce development plans. The decision to develop online provision has been triggered from practice learning partners (PLPs) and student behaviour. OBU views online delivery as financially sustainable for OBU, PLPs and students and an opportunity to bring together students from diverse areas. Evidence relating to all standards in Part 3: Standards for post-registration programmes were reviewed and considered as part of this review.

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI response to any conditions required by the approval panel, is as follows:

Programme is recommended to the NMC for approval. The programme **meets** all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

The detailed findings of the NMC visitor team's review are explained in more detail in the following sections. This includes a summary of any conditions of approval and confirmation of whether these have been satisfactorily addressed.

Conditions and recommendations

The **provisional judgement** (following the visit and prior to the consideration of the AEI response to any conditions) was as follows:

Programme is recommended to the NMC for approval after conditions are met to ensure the programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

Conditions

No.	Condition details	Specific standard not met	NMC only/ Joint	AEI only
C1	Make clear the definition of protected learning time (PLT) within documentation and share this definition with all partners and students to ensure consistency of understanding by all stakeholders.	1.5, 3.1	Joint	
Date for all conditions to be met to meet intended delivery date		29 November 2024		

Joint conditions relate to both NMC standards and the AEI approval outcomes. All conditions must be met for a programme to be recommended to the NMC for final approval.

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only/ Joint	AEI only
R1	Make clear in programme handbooks that it is each student's responsibility to notify the AEI and their employer of any changes to their NMC registration or their health or character that may affect their ability to remain registered with the NMC.	1.1	Joint	

Recommendations are to be addressed and reported in the annual self-assessment report.

Statements of good practice

Statements of good practice relating to the NMC standards			
No.	Details	Specific standard(s)	NMC only/ Joint
	None		

Response to conditions

The visitor team reviewed in full the response and evidence from OBU to the condition set. The findings of the visitor team with regard to the response to the condition are recorded in the main body of this report.

The visitor team considers that the condition has been satisfactorily addressed resulting in the visitor team being able to confirm that all required standards are met.

The **final recommendation** made by the visitor team to the NMC, following consideration of the AEI response to any conditions set, is therefore as follows:

All conditions relating to this programme have been addressed and **the programme is recommended to the NMC for approval**. The programme meets all standards and requirements and enables students to achieve stated NMC standards of proficiency and learning outcomes for theory and practice.

Explanation of findings for Part 3

Standard 1: Selection, admission, and progression

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable
1.1	<p>Ensure that on entry to the programme the applicant is an:</p> <p>1.1.1 NMC registered nurse (level 1) or NMC registered midwife capable of safe and effective practice at the level of proficiency appropriate to the NMC approved specialist community public health nurse (SCPHN) programme.</p> <p>1.1.2 NMC registered nurse (level 1) with relevant professional registration, capable of safe and effective practice at the level of proficiency appropriate to the NMC approved community nursing specialist practice qualification (SPQ) programme.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Confirm on entry that each applicant selected to undertake SCPHN or community nursing SPQ programme has the academic capability to study at the level required for that programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Provide opportunities that enable eligible NMC registered nurses and/ or NMC registered midwives, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved SCPHN programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Provide opportunities that enable eligible NMC registered nurses, including NHS, non-NHS, self-employed or self-funded applicants to apply for entry onto an NMC approved community nursing SPQ programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.5	Confirm that the necessary arrangements and governance structures are in place to support practice learning, including employer support and protected learning time, to enable students to undertake and be appropriately supported throughout the programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.6	<p>Consider recognition of prior learning that is capable of being mapped to the:</p> <p>1.6.1 programme learning outcomes and standards of proficiency for the applicant's intended field of SCPHN practice or SCPHN public health nurse practice.</p> <p>1.6.2 programme learning outcomes and standards of proficiency for the applicant's intended field of community nursing SPQ practice or in other specified field(s) for the community nursing SPQ in health and social care practice.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Where programmes intend to offer SCPHN and/or SPQ students' admission to an NMC approved independent/supplementary (V300) prescribing programme consider recognition of prior learning that	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	is capable of being mapped to the RPS Competency Framework for all Prescribers for applicants.				
1.8	Where programmes intend to offer admission to an NMC approved independent/supplementary (V300) prescribing programme to SCPHN and/or SPQ students, ensure that the applicant is a registered nurse (level 1) and/or a registered midwife before being considered as eligible to apply for entry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

1. The visitor team considered a range of evidence for this standard including programme specifications, course handbooks and governance arrangements. The visitor team met with the programme team, representatives of Practice Learning Partners (PLPs), Practice Supervisors (PSs) and Practice Assessors (PAs).
2. Considering Standard 1.1, the visitor team reviewed course-specific documentation and job advertisements for Trainee Student Health Visitors which clearly communicate the need for applicants to be an NMC-registered nurse or NMC-registered midwife capable of safe and effective practice on entry to the programmes. The appropriate checks are conducted by the Programme Administrator and by the employer. Discussion with senior representatives of PLPs confirmed that a robust system is in place to confirm ongoing NMC registration. However, the responsibility of students to update both their employer and OBU on changes to their NMC status, or which may affect their ability to maintain NMC registration, is not set out in student-facing documentation reviewed by the visitor team. Therefore, to further enhance the already robust checks outlined above, the visitor team made a **recommendation (R1)** to make clear in programme handbooks that it is each student's responsibility to notify OBU and their employer of any changes to their NMC registration or their health or character that may affect their ability to remain registered with the NMC.
3. Considering Standard 1.2, the visitor team reviewed the programme specifications which clearly set out the academic requirements of the programmes. Review of admissions arrangements confirms that the interview, including completing the set written and presentation tasks, assures the programme team that applicants have the academic capability for study on the postgraduate programmes.
4. Considering Standard 1.3, the visitor team reviewed governance arrangements for the programmes which set out arrangements for applicants who may either be funded or self-funded and from either an NHS or a non-NHS setting. OBU has a range of partnerships with trusts, including Manx Care, which plans to make use of the self-funded pathway. During the visit, the programme team confirmed that in all cases applicants are assessed through the same eligibility criteria and asked to perform the same tasks at interview. Students from all pathways are assisted by the same provision for support offered by OBU including reasonable adjustments for their academic work and placement activities.
5. Considering Standard 1.5, the visitor team reviewed governance documentation which sets out the necessary arrangements and governance structures to support practice learning and to enable students to undertake and be supported throughout their programme. All sponsoring trusts are either already a recognised partner of OBU or are in the process of becoming so. Discussion with the programme team during the visit confirmed the due diligence process undertaken to agree recognised partner status. Partners are provided with clear information about the programme and the expectations around practice learning from both the academic and the

practice perspectives within the SCPHN Employer, Practice Assessor, Supervisor, and Student Handbook, which includes clear descriptions of the key roles of PSs, PAs and Academic Assessors (AAs). During the visit, PSs and PAs who met with the visitor team confirmed their clear understanding of their roles.

6. All placements are subject to a pre-approval audit. There is a clear process for students to escalate concerns about practice settings. The visitor team heard from former SCPHN students who confirmed their understanding of the process for raising concerns and how they could escalate issues.
7. Course-specific documentation clearly articulates the arrangements for Protected Learning Time (PLT) which are in line with NMC expectations and are followed by sponsoring trusts. There is also a clear statement of PLT and a process by which concerns can be raised if 100% of that time is not supported. This gives the visitor team confidence that appropriate arrangements and governance structures are in place and are understood by OBU, sponsoring trusts and students. However, at the visit it was noted during meetings with PAs and PSs that, while some PAs and PSs offered a clear and accurate description of the PLT arrangements, others were confused about some aspects of the arrangements for PLT. The visitor team has therefore set the **condition (C1)** that OBU should make clear the definition of PLT within documentation and share this definition with all partners and students to ensure consistency of understanding by all stakeholders.
8. Considering Standard 1.6, the visitor team reviewed OBU's procedures for Recognition of Prior Learning (RPL) and course documentation. The programme team considers RPL on an individual basis, in line with the OBU's policy, with decisions based on the relevance of the prior learning and the time elapsed since the study was completed. In the case of the three specialist practice modules, which are available as stand-alone CPD study, the programme team also considers a portfolio of evidence to demonstrate the completion of practice competencies.
9. The proposed programmes do not include an integrated or supplementary V300 prescribing module.
10. The visitor team concludes that OBU has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met, subject to meeting Condition C1.

Response to conditions

Response to conditions		
No.	Condition details	Findings
C1	Make clear the definition of protected learning time (PLT) within documentation and share this definition with all partners and students to ensure consistency of understanding by all stakeholders.	<p>The amended programme specifications provide a slightly revised definition of how PLT is allocated, offers the formal NMC definition of PLT and contextualises that definition accurately within the SCPHN programmes and provides information about how issues can be escalated should concerns about PLT arise. The AEI will include PLT information in the January 2025 updates to PSs and PAs, in Practice Assessor Network Newsletters during the next year, and in training events for supervisors and assessors.</p> <p>The visitor team therefore concludes that the condition is met.</p>

Standard 2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable
2.1	<p>Ensure that programmes comply with the NMC Standards framework for nursing and midwifery education including the confirmation of appropriately qualified and experienced people for programme delivery for:</p> <p>2.1.1 all selected fields of SCPHN practice and/or SCPHN PHN practice and/or for</p> <p>2.1.2 all selected fields of community nursing SPQ practice and/or in other specified fields of community nursing SPQ in health and social care practice</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Confirm SCPHN and/or community nursing SPQ programmes comply with the NMC Standards for prescribing programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.4	<p>State routes within the programme for:</p> <p>2.4.1 students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse.</p> <p>2.4.2 students to enter the SCPHN register for the public health nurse qualification.</p> <p>2.4.3 students to annotate their registration in a specific field of community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing.</p> <p>2.4.4 students to annotate their registration in community nursing SPQ practice in health and social care.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	<p>Ensure programme learning outcomes reflect the:</p> <p>2.5.1 core and field specific standards of proficiency for SCPHN and for the intended field(s) of SCPHN practice: health visiting, school nursing, occupational health nursing</p> <p>2.5.2 core standards of proficiency for SCPHN that are tailored to SCPHN public health nursing.</p> <p>2.5.3 standards of proficiency for community nursing SPQ that are tailored to the intended field and related context of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or in specified field(s) for community nursing SPQ in health and social care practice.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.6	<p>Set out the general and professional content necessary to meet the:</p> <p>2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,</p> <p>2.6.2 core standards of proficiency for SCPHN public health nurse qualification.</p> <p>2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	<p>Set out the content necessary to meet the programme outcomes for each intended field of:</p> <p>2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,</p> <p>2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	Ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.11	<p>Ensure programmes are:</p> <p>2.11.1 of suitable length to support student achievement of all proficiencies and programme outcomes for their intended SCPHN or community nursing SPQ award.</p> <p>2.11.2 no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum requirements

The programmes will both be 45 weeks in duration.

Findings

11. The visitor team considered a range of evidence for this standard including staff CVs, programme specifications and course handbooks. The visitor team met with the programme team, representatives of PLPs, PSs, PAs, people who use services and their carers (PSCs) and recently completed SCPHN students.
12. Considering Standard 2.1, the visitor team reviewed staff CVs which demonstrate that the programmes will be delivered by appropriately qualified and experienced staff members for SCPHN practice, including registered learning disability and mental health nurses, enabling students to be exposed to staff with qualifications across all fields of nursing. During the visit, the visitor team was assured by the programme team that there is a robust system of staff development in place to facilitate effective online learning, including a programme available to develop teaching practice and a system of peer observation. There is also strong support for staff to achieve Advance HE Fellowship.
13. The course handbook states that PSs and PAs will have the appropriate qualifications and experience to support SCPHN students. During the visit, the PSs and PAs confirmed that they feel very supported by the programme team and can easily engage with members of the team to discuss any issues.
14. The visitor team heard from PSCs who shared examples of where they have contributed to course design and delivery, including engaging young people to contribute to the writing of interview questions, offering perspectives on equality and diversity and contributing their experiences on the ways in which 'looked after children' are considered and the importance of recognising differences in preferences for communication, especially for neurodivergent individuals. PSCs confirmed that they are supported appropriately to ensure they are able to contribute meaningfully and safely.
15. Considering Standard 2.2, the visitor team reviewed governance arrangements and placement audits which demonstrate that placements are appropriate and suitable for SCPHN students in line with the Standards for Student Supervision and Assessment. The Employer, Practice Assessor, Supervisor, and Student Handbook details the roles of the support available from the programme team to PAs and PSs which includes expectations to access the relevant training offered by OBU and to engage in annual updates, and to access and seek ongoing support to prepare, reflect and develop effective supervision and contribution to student learning and assessment. During the visit, the PAs and PSs confirmed that they feel well supported and have a good awareness of the ways in which they are able to access the programme team for support when needed.
16. The comprehensive concerns process is set out in a number of student-facing documents. The visitor team heard from PLP representatives who clearly described the published concerns process and confirmed they are confident in following the process. Discussion with former students confirmed awareness of the concerns process and how to access the steps to take if needed.
17. Considering Standard 2.4, the visitor team reviewed course documentation which clearly indicated the routes for students to enter the SCPHN register for one of two specific fields of practice: Health Visiting or School Nursing. Mapping documents evidence all proficiencies are relevant and there are clear routes for Health Visiting and School Nursing with separate programme specifications and handbooks.

18. Considering Standard 2.5, the visitor team reviewed course documentation which sets out appropriate learning outcomes that reflect the core and field-specific standards of proficiency for each field. Mapping documents demonstrate that the programmes include relevant legislation and evidence to support the development and achievement of proficiencies.
19. Considering Standard 2.6, the visitor team reviewed course documentation which sets out appropriate content necessary to meet the core and field-specific standards of proficiency for each field. The visitor team heard from previous students that, at times, applying theory to practice was difficult in some core modules that are not specific to the SCPHN role such as the leadership module. The visitor team heard from the programme team that in response to this feedback, the Advances in Clinical Leadership module has been created with assessment which is now designed to allow students to apply the theory and their learning and development directly to the SCPHN role.
20. Considering Standard 2.7, the visitor team reviewed course documentation which confirms that the content of each programme's core modules enables students to meet the programme outcomes. The visitor team heard from representatives of PLPs and PSCs who reported that they had been actively involved in the course design and curriculum development.
21. Considering Standard 2.8, the visitor team reviewed course documentation evidence which demonstrated that the programme team had acted on course evaluations and student feedback by increasing the number of days in practice in semester one. This is to support students building a community of practice early on in the course. Module specifications demonstrate a wide range of learning and teaching strategies, and this was further evidenced through student feedback.
22. Considering Standard 2.9, the visitor team reviewed module descriptors that demonstrate technology, and simulated opportunities are used across the curriculum. For example, OBU supports the use of Bodyswaps immersive technology in the Risk and the Protection of Children module for students to practise enhanced communication skills and uses technology to simulate online consultation techniques.
23. Considering Standard 2.11, OBU has set the length of each programme to 45 weeks, which is clearly set out in the programme specifications and practice documentation. Students are required to undertake three days of practice per week in the first term, two days per week in the second term and four days per week in the third term, resulting in 158 placement days with a minimum expectation of 138 placement days undertaken. The total practice expectations include 10 public health days and five alternative practice days. Practice days are based on a 7.5-hour working day and all practice is 'protected learning time'.
24. The visitor team therefore concludes that OBU has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met.

Standard 3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
3.1	Ensure that suitable and effective arrangements and governance for practice learning are in place for all students, including arrangements specifically tailored to those applicants who are self-employed and/or self-funded.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.2	Ensure that students work in partnership with the education provider and their practice learning partners to arrange supervision and assessment that complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Provide practice learning opportunities that allow students to develop, progress and meet all the standards of proficiency for their: 3.3.1 intended field of SCPHN practice: health visitor, school nurse, occupational health nurse or, 3.3.2 SCPHN public health nurse 3.3.3 intended community nursing SPQ: these may be within the fields of community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or, 3.3.4 in other specified field(s) of community nursing in health and social care nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Ensure that practice learning complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Take account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Ensure learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes culminating in a period of practice learning. This is dependent on the individual learning needs of the student to demonstrate overall proficiency and achieve the programme learning outcomes for their: 3.6.1 intended field of SCPHN practice, SCPHN PHN practice or, 3.6.2 their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice learning requirements

The programmes are each 45 weeks in length, with 158 placement days and a minimum expectation of 138 placement days.

Findings

25. The visitor team considered a range of evidence for this standard including placement audit and practice documentation, programme specifications and course handbooks. The visitor team met with the programme team, representatives of Practice Learning Partners (PLPs), Practice Supervisors (PSs) and Practice Assessors (PAs), PSCs and recently completed SCPHN students.
26. Considering Standard 3.1, the visitor team reviewed governance arrangements which are set out clearly for both funded and self-funded students. During the visit, the programme team confirmed that OBU takes a risk-based approach when approving new partners, using Care Quality Commission (CQC) reports and action plans to inform decisions. There is a detailed form to be completed and signed by the relevant PA, the placement manager and the AA prior to a placement being confirmed.
27. The visitor team reviewed comprehensive information on the support available to both funded and self-funded students in placement which is consistent with the Employer, Practice Assessor, Supervisor, and Student Handbook. Guidance on the support and action for a student who is struggling to progress is available to support students and PAs. This guidance refers to actions for students and PAs to raise a concern if a student is not making progress. The visitor team heard from PAs who confirmed their awareness of this process and knew how to proceed if a concern arises.
28. The description of PLT in documentation reviewed by the visitor team was inconsistent. The visitor team heard from the programme team who were clear on student time in practice that is protected; however, this was less well understood by some PAs and PSs who met with the visitor team. The programme team explained the difference in understanding being due to some practice staff who have not yet received the latest training from OBU; the programme team has focused this recent training on staff within the trusts who will support the first cohort of distance learning SCPHN students. The visitor team was assured that further training would be rolled out to all other trusts to ensure they are appropriately supported. The visitor team therefore reconfirmed the **condition C1** that OBU should make clear the definition of PLT within documentation and share this definition with all partners and students to ensure consistency of understanding by all stakeholders.
29. Considering Standard 3.2, the visitor team reviewed programme and practice documentation that sets out clear supervision and assessment roles and responsibilities of PSs and PAs. OBU uses its audit documentation to ensure that the practice placement arrangements are in line with the NMC Standards for student supervision and assessment. Support guidance details the process of support and action for a student who is struggling to progress; including actions for initial concerns (amber flags) and next steps (red flags) should the student not develop. The visitor team heard from former students who confirmed the excellent support that had been received from across the programme and practice teams.
30. Considering Standard 3.3, the visitor team reviewed practice documentation which sets out the practice requirements of the programmes. There are 158 placement days timetabled across the total of 45 weeks of learning with increased placement hours in

the last third of the programme to consolidate leadership skills. An alternative placement of five days is encouraged as a valuable opportunity to experience alternative SCPHN fields of practice, and public health days (up to 10) are proposed as a creative and useful source of increasing knowledge of partnership working, local and national resources and widening exposure to the public health work of agencies. A practice assessment document (PAD) is used to track assessment of practice and enable students, PAs and PSs to monitor students' progress towards the standards of proficiency for their intended field of SCPHN practice.

31. Considering Standard 3.4, the visitor team reviewed comprehensive guidance on the recruitment of PAs which is intended to provide support for trusts recruiting PAs. The guidance, which sets out clear descriptions of roles and training expectations in line with the Employer, Practice Assessor, Supervisor, and Student Handbook is supported with indicative content and a timetable for the one-day workshop on Preparation for being a Practice Assessor for SCPHN students. The visitor team heard from PAs and PSs who reported that they feel well supported to undertake their roles and can easily engage with colleagues on the team to discuss any issues.
32. Considering Standard 3.5, the visitor team reviewed practice documentation which states that reasonable adjustments can be made in practice in collaboration with OBU and this may take into account health, well-being, workplace issues or any variant that may affect a student's capacity to meet the expectations of an employment setting.
33. During the visit, PAs and PSs confirmed that students' learning needs are usually identified at the start of the programme. Regardless of when they are identified, appropriate occupational health adjustments are made as they would be for a member of staff. The programme team stated that if a student misses sessions, due to ill-health for example, an action plan is agreed to support the student. The former students met by the visitor team during the visit agreed that the flexibility provided is very helpful, such as recorded lectures for catching up if a session had been missed or to replay to embed learning. Considering Standard 3.6, the visitor team reviewed the OBU's PLT statement. It is recognised that SCPHN students will have variable levels of prior experience on entry to the programmes such that some will require more supported learning time to achieve the proficiencies than others. Practice documentation sets out that students, with the support of their PSs, PAs/AAs and module leaders, will reflect on their knowledge and skills as each module commences and work through the development of each module learning outcome, enabling the students to develop themselves both professionally and personally. The PAD is maintained to track individual learning plans and progress. Three progression points are utilised to review individual learning needs and amend support or action plans.
34. The visitor team therefore concludes that OBU has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met, subject to meeting Condition C1 (see Standard 1).

Response to conditions

Response to conditions		
No.	Condition details	Findings
C1	Make clear the definition of protected learning time (PLT) within documentation and share this definition with all partners and students to ensure consistency of understanding by all stakeholders.	As reported for Standard 1, the visitor team concludes that the condition is met.

Standard 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
4.1	Ensure student support, supervision, learning, and assessment complies with the NMC Standards framework for nursing and midwifery education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Liaise, collaborate, and agree the necessary approach to the preparation, education, training, ongoing learning, support and expertise necessary for practice supervisors, practice and academic assessors that support SCPHN and community nursing SPQ student learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Ensure practice supervision, the assessment of practice and academic assessment complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Ensure practice supervisors: 4.4.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHN or community nursing SPQ qualified professionals or 4.4.2 can evidence prior learning and relevant practice supervisor experience that enables them to facilitate effective evidence-based learning opportunities for post-registration SCPHN or community nursing SPQ students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Ensure practice and academic assessors: 4.5.1 have undertaken a period of preceptorship in line with the NMC principles for preceptorship as SCPHNs or community nurses with a SPQ or, 4.5.2 can evidence prior learning and relevant practice assessor experience that enables them to engage in fair, reliable and valid assessment processes in the context of SCPHN and/or community nursing SPQ .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Ensure the student is assigned to a practice assessor who is an experienced registered SCPHN or community SPQ nurse for the programme the student is undertaking. 4.6.1 in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SCPHN /community nursing SPQ student is undergoing education and training in a practice learning setting. In such instances, the student, practice supervisor/assessor and the AEI will need to evidence why it was necessary for the practice supervisor and practice assessor roles to be carried out by the same person.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Provide constructive feedback to students throughout the programme to support their learning and development for meeting the standards of proficiency and programme learning outcomes for:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>4.7.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,</p> <p>4.7.2 SCPHN public health nurse,</p> <p>4.7.3 their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or</p> <p>4.7.4 other specified field(s) of community nursing SPQ in health and social care.</p>				
4.8	Ensure all SCPHN proficiencies and/or community nursing SPQ proficiencies are recorded in an ongoing record of achievement which confirms SCPHN and/or community nursing SPQ proficiencies have been met.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	<p>Assess the student's suitability for award and confirm overall proficiency based on the successful completion of all practice learning relevant to:</p> <p>4.9.1 their intended field of SCPHN practice: health visitor, school nurse, occupational health nurse,</p> <p>4.9.2 SCPHN public health nurse practice,</p> <p>4.9.3 their intended SPQ in the field of: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, and/or</p> <p>4.9.4 other specified field(s) of practice for the community nursing SPQ in health and social care.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

35. The visitor team considered a range of evidence for this standard including placement governance documentation and CVs. The visitor team met with the programme team, representatives of Practice Learning Partners (PLPs), Practice Supervisors (PSs) and Practice Assessors (PAs), PSCs and recently completed SCPHN students.
36. Considering Standards 4.1 and 4.2, the visitor team reviewed governance documentation relating to placement which establishes the basis for robust relationships between current and new partners. This was confirmed by senior staff from PLPs met by the visitor team during the visit who stated that they were involved in the design of the new courses and their views on content were actively sought by OBU. They confirmed the courses are well organised and expectations of the PLPs are transparent.
37. Practice documentation clearly sets out the roles of PAs, PSs and AAs including arrangements for preparation to undertake their roles. OBU recognises that PAs do not require a teaching qualification to undertake the PA role, yet it is encouraged by OBU, and where PAs do not hold a teaching qualification, it is a requirement to access the one-day Practice Assessor Workshop offered by OBU. The visitor team heard from the programme lead that all PAs currently hold a Community Practice Teacher qualification. During the visit, the PAs and PSs who met with the visitor team confirmed regular meetings with the programme team across the academic year; the programme team provides ongoing support and development to the PAs and PSs,

consistent with the Employer, Practice Assessor, Supervisor, and Student Handbook. These practice-based staff confirmed they fully understand and are well prepared and supported to perform their roles.

38. Considering Standard 4.3, the visitor team reviewed the Employer, Practice Assessor, Supervisor, and Student Handbook which sets out the arrangements for practice supervision and assessment in line with the NMC Standards for student supervision and assessment. This handbook includes guidance on the creation of support plans and action plans for students when needed and details on the roles of PSs, PAs and AAs.
39. Considering Standard 4.4, the visitor team reviewed practice documentation which details the requirements for PSs to have undertaken a period of preceptorship and to have evidence of prior learning and experience to enable them to facilitate effective learning opportunities for SCPHN students. This requirement is confirmed and signed off by the AA as part of the placement audit process.
40. Considering Standard 4.5, the visitor team reviewed the recruitment guide for PAs, which provides supportive guidance to NHS trusts when recruiting PAs for postgraduate students. Practice documentation details the requirements for PAs and AAs to have undertaken a period of preceptorship and to have evidence of prior learning and experience to enable them to engage in fair, reliable and valid assessment processes in the context of SCPHN.
41. Considering Standard 4.6, the visitor team reviewed practice documentation which clearly sets out that a PA is required to be allocated to each student, and that each PA meets the requirements of the role which is fully described. The PAD also requires for a named PA to be documented on the assessment record.
42. The practice handbook clearly states that a PA should not also be a PS unless in exceptional circumstances, in which case a rationale is required on the placement audit form and signed by the PLP manager for OBU approval. The visitor team heard from the programme team that they had not encountered such exceptional circumstances to date.
43. Considering Standard 4.7, the visitor team reviewed module descriptors, each of which lists opportunities for formative assessment and feedback to support students to meet the programme learning outcomes. Three progression points are structured within the programmes to track and monitor student progression and provide feedback on practice competence and goal setting. At these points a three-way discussion between the student, AA and PA facilitates a progression report of student progress including constructive feedback to support learning.
44. The PAD and associated e-portfolio is the record of students' individual SCPHN proficiencies and provides record of achievement confirming SCPHN proficiencies have been met.
45. Upon completion of the award, the AA signs off the students' individual record of achievement within the PAD to confirm overall proficiency based on successful completion of all practice learning in their chosen SCPHN field.
46. The visitor team therefore concludes that OBU has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
5.1	Ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters' level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Inform the student that the SCPHN award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	Inform the student that the community nursing SPQ award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be added as an annotation to their professional registration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.4	Inform the SCPHN and/or community nursing SPQ student that following successful completion of an NMC approved programme of preparation for SCPHN or community nursing SPQ , which included an NMC approved independent/supplementary prescribing qualification, the V300 award must be registered with us within five years of successfully completing the prescribing programme. If they fail to do so they will have to retake and successfully complete the programme in order to qualify as a prescriber.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.5	Inform the SCPHN and/or community nursing SPQ student that they may only prescribe once their prescribing qualification has been annotated on the NMC register and they may only prescribe from the formulary they are qualified to prescribe from and within their competence and scope of practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

47. The visitor team considered a range of evidence for this standard including programme specifications and course handbooks.
48. Considering Standard 5.1, the programme specifications clearly set the postgraduate **SCPHN** programmes at Level 7 of the Framework for higher education qualifications (FHEQ).
49. Considering Standard 5.2, the visitor team reviewed the programme handbooks which clearly inform students of the requirements to notify the NMC within five years of their successful completion of the programmes and that if they fail to do so they will have to undertake additional education and training or gain such experience as specified in the NMC standards for the award to be registered.
50. The visitor team concludes that OBU has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

QAA2890 – R14790 – March 25

© The Quality Assurance Agency for Higher Education 2025
Southgate House, Southgate Street, Gloucester GL1 1UB
Registered charity numbers 1062746 and SC037786

Tel: 01452 557050
Web: www.qaa.ac.uk/nmc