



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Post-registration qualifications leading to:

- Specialist Practitioner - Health and Social Care Nursing**
- Specialist Practitioner - Health and Social Care Nursing with integrated Independent and Supplementary Prescribing (V300)**
- Specialist Practitioner - District Nursing**
- Specialist Practitioner - District Nursing with integrated Independent and Supplementary Prescribing (V300)**
- Specialist Practitioner - General Practice Nursing**
- Specialist Practitioner - General Practice Nursing with integrated Independent and Supplementary Prescribing (V300)**
- Specialist Practitioner - Community Learning Disabilities Nursing**
- Specialist Practitioner - Community Learning Disabilities Nursing with integrated Independent and Supplementary Prescribing (V300)**
- Specialist Practitioner - Community Children's Nursing**
- Specialist Practitioner - Community Children's Nursing with integrated Independent and Supplementary Prescribing (V300)**

University of Salford

December 2025

Contents

Key institutional and programme details	1
Executive summary	3
Conditions and recommendations	5
Conditions	5
Recommendations for enhancement	5
Statements of good practice	5
Explanation of findings for Part 3	6
1: Selection, admission, and progression.....	6
2: Curriculum.....	9
3: Practice learning	13
4: Supervision and assessment.....	15
5: Qualification to be awarded.	17

Key institutional and programme details

Name and location of Approved Education Institution (AEI)		University of Salford Frederick Road Campus Mary Seacole Building Salford Manchester M6 6PU			
AEI/EI Institution Identifier [UKPRN]		10007156			
Name and location of programme delivery partner(s) if not the AEI/EI noted above		N/A			
Name of new employer partners for apprenticeships		N/A: this is not an apprenticeship route			
Approval type		Major modification			
Name of programme					
NMC programme title	AEI/EI programme title (in full)	Academic level(s)	Apprentice-ship	Full-time	Part-time
SPQ Titles					
Specialist Practitioner - Health and Social Care Nursing	PGDip Community Specialist Practitioner (Adult Social Care Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specialist Practitioner - Health and Social Care Nursing with integrated Independent and Supplementary Prescribing (V300)	PGDip Community Specialist Practitioner (Adult Social Care Nursing) with V300	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specialist Practitioner - District Nursing	PGDip Community Specialist Practitioner (District Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specialist Practitioner - District Nursing with integrated Independent and Supplementary Prescribing (V300)	PGDip Community Specialist Practitioner (District Nursing) with V300	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specialist Practitioner - General Practice Nursing	PGDip Community Specialist Practitioner (General Practice Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Specialist Practitioner - General Practice Nursing with integrated Independent and Supplementary Prescribing (V300)	PGDip Community Specialist Practitioner (General Practice Nursing) with V300	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specialist Practitioner - Community Learning Disabilities Nursing	PGDip Community Specialist Practitioner (Learning Disabilities Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specialist Practitioner - Community Learning Disabilities Nursing with integrated Independent and Supplementary Prescribing (V300)	PGDip Community Specialist Practitioner (Learning Disabilities Nursing) with V300	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specialist Practitioner - Community Children's Nursing	PGDip Community Specialist Practitioner (Children's Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specialist Practitioner - Community Children's Nursing with integrated Independent and Supplementary Prescribing (V300)	PGDip Community Specialist Practitioner (Children's Nursing) with V300	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Interim awards available	
There are no interim awards for this qualification that lead to NMC registration	
Proposed programme start date	7 September 2026
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 nursing programmes Note that the AEI has taken an institutional approach to Part 2: Standards for student supervision and assessment and therefore compliance with Part 2 has been confirmed through a previous review.
Date of visit	Desk-based: December 2025
Visitor team	Registrant Visitor: Mrs Teresa Davies

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 programme(s) or in relation to the approval (or otherwise) of major modifications to the above-named programme(s). Reviews follow the Gateway approach to programme approvals and major modifications, as outlined in [QAA Guidance for Approved Education Institutions and 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) or Education Institution (EI) programme approval panel. All evidence submitted by the AEI or EI is reviewed by the visitors.

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

For programme approvals, all standards within Part 3: Standards for post-registration programmes are reported upon. For major modifications, only those Part 3 standards impacted by the modification are reported upon. The visitor team confirms with the AEI/EI which Part 3 standards are in scope for a major modification.

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

This modification was undertaken as a desk-based review in December 2025.

Context for the review

This major modification proposal has been developed in response to feedback received by the University of Salford (UoS) from its practice learning partners (PLPs) and prospective students, who have identified a demand for part-time pathways to facilitate engagement with the programme alongside professional commitments.

In response, UoS proposes the introduction of a part-time pathway for all specialist community practitioner qualification (SPQ) routes, both with and without integrated independent and supplementary prescribing (V300), to be delivered over a 24-month period. This part-time pathway is designed to mirror the full-time provision in terms of academic content, learning outcomes, and progression pathways, with the only variation being its extended duration. This approach ensures that academic rigour and the overall student experience are maintained while providing enhanced flexibility to accommodate professional responsibilities.

The **final recommendation** made by the visitor to the NMC, following consideration of the UoS 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 findings of the NMC visitor'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** of the visitor following the desk-based review was 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.

Conditions

Conditions				
No.	Condition details	Specific standard(s) not met	NMC only/ Joint	AEI/EI only
	None			

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only/ Joint	AEI/EI only
	None			

Statements of good practice

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

Explanation of findings for Part 3

1: Selection, admission, and progression

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable to this major modification
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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	programme consider recognition of prior learning that 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

1. The visitor considered a range of evidence for this standard including the recruitment process, practice handbook, programme specifications and module specifications.
2. In considering Standard 1.1, the visitor reviewed the programme specifications and confirmed that the admissions criteria ensure applicants are appropriately qualified, and an NMC-registered nurse (Level 1). The programme documentation demonstrates that these criteria are applied consistently to all applicants, regardless of mode of study, including both full-time and part-time students.
3. In considering Standard 1.2, the visitor reviewed the programme specification and the SPQ recruitment process and confirmed that robust mechanisms are in place to ensure applicants possess the academic capability required to study at the appropriate level. The recruitment process clearly articulates the entry requirements for the programme, including the requirement for applicants to attend an interview.
4. Standard 1.3 is out of scope for this modification review.
5. In considering Standard 1.4, the visitor confirmed that the arrangements remain unchanged following the proposed modification. The programme will continue to be accessible to applicants from NHS and non-NHS organisations, as well as to self-employed and self-funded individuals. Therefore, this standard was not considered as part of the modification review.
6. In considering Standard 1.5, the visitor reviewed the practice handbook and SPQ student handbook and confirmed that appropriate governance structures and arrangements are in place to support students in practice learning. These arrangements include clear employer engagement, explicit employer support, and the provision of protected learning time. Robust governance mechanisms are evident, ensuring that students are appropriately supported throughout their practice placements and that the quality of practice learning experiences is consistently maintained. Arrangements to uphold protected learning time are clearly articulated and monitored. Part-time students are supported through regular progress review meetings to ensure they remain on track with programme requirements. In addition, the programme team has developed a high-quality practice handbook that clearly outlines the support available to PLPs, further strengthening the governance and quality assurance of practice learning.
7. In considering Standard 1.6, the visitor reviewed the programme specification and SPQ recruitment process and confirmed that the recruitment process clearly identifies the required professional and academic entry qualifications. Where applicants do not hold a listed academic qualification, entry is permitted through the recognition of prior learning (RPL) route. Applicants admitted via this route are

required to evidence prior learning and professional experience that is appropriately mapped to the programme learning outcomes, in line with UoS policy.

8. In considering Standard 1.7, the visitor reviewed the programme specification and SPQ recruitment process and confirmed that UoS has an established process which is mapped to the RPS Competency Framework for all Prescribers that facilitates recognition of prior learning. The process requires applicants to complete a workbook prior to entry to evidence ongoing prescribing and Level 7 reflection; the workbook is assessed to assure compliance.
9. In considering Standard 1.8, the visitor reviewed the programme specification and SPQ recruitment process and confirmed that robust procedures are in place to ensure that applicants are registered nurses prior to being deemed eligible for entry. All applicants to the V300 programme are required, at the point of application, to complete a separate independent/supplementary (V300) prescribing programme application form. In accordance with the recruitment process, verification of NMC registration and disclosure and barring service (DBS) status is undertaken for all applicants at interview.
10. Based on the information made available, the visitor considers that UoS has in place the appropriate arrangements for Standard 1: Selection, admission and progression to enable the NMC standards to be met.

2: Curriculum

Approved education institutions, together with practice learning partners, must:		Met	Not Met	Met after conditions	Not applicable to this major modification
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

Programme documentation confirms that the part-time pathway is delivered over a period of 104 weeks. Students undertaking the part-time pathway are required to complete identical theoretical learning and practice hours as those enrolled on the full-time route; however, this is achieved over a two-year period rather than one year, thereby ensuring parity of academic and practice-based learning outcomes across modes of study.

Findings

11. The visitor considered a range of evidence for this standard including the student handbook, practice assessment document, practice handbook, programme specifications and module specifications.
12. In considering Standard 2.1, the visitor reviewed the programme specification, programme specific guidance regarding supervising and assessing SPQ students and staff CVs and confirmed that the handbooks demonstrate compliance with the NMC Standards framework for nursing and midwifery education (SFNME) (NMC, 2018, updated 2023) and that the academic staff involved in the programme have relevant experience and expertise aligned with the fields of the SPQ.
13. In considering Standard 2.2, the visitor reviewed the programme handbook alongside the programme-specific guidance regarding supervising and assessing SPQ students and confirmed that the documentation demonstrates clear alignment with the NMC Standards for student supervision and assessment (SSSA) (NMC, 2018, updated 2023). The roles and responsibilities of practice supervisors (PSs), practice assessors (PAs), and academic assessors (AAs) are explicitly defined within these materials, providing clarity for all stakeholders. Furthermore, the programme-specific guidance regarding supervising and assessing SPQ students clearly outlines how the post-registration programme fulfils the supervision and assessment requirements for students.
14. In considering Standard 2.3, the visitor reviewed the programme and student handbooks and confirmed that the programme is compliant with the NMC Standards for prescribing programmes (SPP) (NMC 2018, updated 2024). These documents clearly set out the assessment requirements and provide comprehensive guidance for designated prescribing practitioners, PAs, and PSs. Programme planning documentation shows that part-time students who undertake the optional prescribing route will complete the V300 in the final part of the two-year programme. Parity of provision is assured between full-time and part-time routes, with both pathways comprising 18 theory days and seven days of prescribing practice, thereby ensuring equitable learning opportunities and outcomes for all students.
15. In considering Standard 2.4, the visitor reviewed the programme specifications and confirmed that the documentation clearly demonstrates that the proposed course leads to an NMC-approved qualification. Successful completion of the programme enables students to annotate their NMC registration with the relevant SPQ field of practice.
16. In considering Standard 2.5, the visitor reviewed the programme and module specifications and confirmed that the programme is comprehensively mapped to the relevant NMC Standards of proficiency for community nursing specialist practice qualifications (SoPSPQ) (NMC, 2022). All programme learning outcomes are explicitly mapped to module learning outcomes, which are in turn aligned with the NMC Standards for post-registration programmes (SPRP) (NMC, 2022 updated 2024), providing clear assurance of constructive alignment across the curriculum. Within each module, extensive PLP and stakeholder consultation has been undertaken to ensure that pathway-specific content is embedded appropriately and that the curriculum responds effectively to intended field requirements and workforce needs. The year planner provides a clear, high-level overview of the student journey, outlining programme start and end dates, theory and practice periods, and annual leave. It has been purposefully designed to facilitate the concurrent integration of theory and practice on a week-by-week basis, supporting progressive learning and

professional development. For part-time students, a two-year year planner is in place, ensuring full coverage of all SoPSPQ and the overall programme learning outcomes.

17. In considering Standard 2.6, the visitor reviewed the programme and module specifications and confirmed that each SPQ field is mapped to the SoPSPQ. Furthermore, each programme learning outcome has been individually aligned with the intended field of community nursing practice. It was also confirmed that students undertaking the part-time pathway complete the same theoretical and practice learning requirements as those enrolled on the full-time route, ensuring equivalence of academic and practice-based learning across pathways.
18. In considering Standards 2.7 and 2.9, the visitor noted arrangements for these standards have not changed because of the modification and therefore this standard was not considered.
19. In considering Standard 2.8, the visitor reviewed the programme specifications and handbooks and confirmed that the documentation evidences a range of learning and teaching strategies for the part-time pathway. The programme planner further demonstrates that the curriculum provides an appropriate balance between theoretical and practice-based learning opportunities, with this balance varying as appropriate depending on the inclusion of the V300 component.
20. Standard 2.10 is out of scope for this modification review.
21. In considering Standard 2.11, the visitor reviewed the programme specifications and academic planners and confirms that the documentation demonstrates that the programme will be delivered over 12 months (including induction week) for full-time students and 24 months for part-time students.
22. Based on the information made available, the visitor considers that UoS has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met.

3: Practice learning

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.4	Ensure that practice learning complies with the NMC Standards for student supervision and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Practice learning requirements and simulated learning hours

The programme documentation confirms that the part-time pathway is delivered over a period of two years (104 weeks) and includes a minimum of 80 days of practice learning for both the V300 and non-V300 routes. In addition, students undertake a further 20 days of consolidation practice. Simulation-based learning is embedded within the theory components of the programme.

23. Arrangements for practice learning for the programme have not changed as a result of the modification and therefore this standard was not considered.

4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
4.1	Ensure student support, supervision, learning, and assessment complies with the NMC Standards framework for nursing and midwifery education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

4.7	<p>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:</p> <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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.8	<p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

24. Arrangements for supervision and assessment for the programmes have not changed as a result of the modification and therefore this standard was not considered.

5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable to this major modification
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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5	Inform the SCPHN and/or community nursing SPQ students 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

25. The visitor considered a range of evidence for this standard including the programme handbook, programme specifications and module specifications.
26. In considering Standard 5.1, the visitor reviewed the programme and module specifications and the documents confirm the award as a postgraduate diploma. The module specifications reiterate this, with all modules being listed as being at Level 7.
27. Standard 5.2 is out of scope for this modification review.
28. In considering Standard 5.3, the visitor reviewed the programme specification and programme handbook and confirms the documents clearly state that students must register with the NMC within five years of successfully completing the programme. It also informs students that failure to do so means that additional education and training will have to be undertaken for the awards to be added to the student's registration.

29. In considering Standard 5.4, the visitor reviewed the programme specification and programme handbook and confirmed that students are informed that the independent/supplementary prescribing qualification (V300) must be registered with the NMC within five years of successfully completing the prescribing programme and if students 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. In addition, the programme handbook states that students who pass the V300 modules but fail to achieve the required overall credits due to failure in other modules are not eligible to annotate their registration with the NMC.
30. In considering Standard 5.5, the visitor reviewed the programme specification and programme handbook and confirmed that SPQ students are informed 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.
31. Based on the information made available, the visitor considers that UoS has in place the appropriate arrangements for Standard 5: Qualification to be awarded to enable the NMC standards to be met.

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