



Nursing and Midwifery Council Quality Assurance Review

Major Modification Report for:

Post-registration qualifications leading to:

**Specialist Community Public Health Nurse –
Occupational Health Nurse**

The University of the West of Scotland

May 2025

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	The University of the West of Scotland School of Health and Life Sciences University Campus Lanarkshire Stephenson Place Hamilton International Technology Park South Lanarkshire G72 0LH				
AEI/EI Institution Identifier [UKPRN]	10007800				
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				
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
SCPHN Title					
Specialist Community Public Health Nurse – Occupational Health Nurse	MSc Specialist Community Public Health Nurse (Occupational Health Nursing)	Scotland <input checked="" type="checkbox"/> Level 11 (180 credits)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Interim awards available					
NMC programme title	AEI/EI programme title (in full)	Academic level(s)	Apprentice-ship	Full-time	Part-time
Specialist Community Public Health Nurse – Occupational Health Nurse	Postgraduate Diploma Specialist Community Public Health Nurse (Occupational Health Nursing)	Scotland <input checked="" type="checkbox"/> Level 11 (120 credits)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Proposed programme start date	8 September 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 nursing programmes				
Date of visit	Desk-based review May 2025				
Visitor team	Registrant Visitor: Mrs Theresa Titchener				

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. 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.

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

This review was a desk-based review and took place in May 2025.

Context for the review

The MSc Specialist Community Public Health Nurse (SCPHN) programme approved by the NMC in 2024 currently includes three pathways, namely Occupational Health, Health Visitor and School Nursing pathways. The proposed modification applies to the Occupational Health pathway, which is to become a three-year, part-time online/distance learning programme separate to, but mirroring, the approved MSc programme.

The University of the West of Scotland (UWS) expects that by separating the programmes, the nuanced needs of the professional fields and Occupational Health Nursing, in particular, will be more effectively facilitated. It is anticipated that the distance learning nature of the modified Occupational Health programme will provide greater accessibility and flexibility for students to access the programme while continuing to work within the field and obtain employer sponsorship.

Employers, practice assessors (PAs), practice supervisors (PSs) and alumni have been core members of the MSc SCPHN programme drafting group and have participated as partners in developing the SCPHN programme. Programme development has also been informed by wider consultation, both locally and further afield, regarding the need for such provision. Students are also asked to provide feedback and evaluation of their experience as well as suggestions for improvement to their programme.

The **final recommendation** made by the visitor to the NMC 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 review are explained in more detail in the following sections. There are no conditions, recommendations for enhancement or statements of good practice.

Conditions and recommendations

The **provisional judgement** of the visitor following the 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 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Findings

1. The visitor reviewed the Programme Design and Development Plan (PDDP), postgraduate programme specification and the UWS Recognition of Prior Learning Policy (2020). The visitor also received confirmation that no changes have been made in relation to these standards since they were approved in 2024.
2. Considering Standards 1.1 and 1.2, the PDDP and programme specification indicate that applicants must be an NMC-registered nurse and/or midwife and must be capable of safe and effective practice at the level of proficiency appropriate to the SCPHN programme. Applicants typically hold a degree or equivalent. If they do not hold a degree, applicants will be considered on an individual basis by the Programme Lead who will seek evidence of academic capability through previous achievement at Level 11 in a relevant subject area.
3. Applicants must also provide formal declaration of good health and good character, a personal statement in support of their application, a professional reference demonstrating a level of proficiency appropriate to the programme, an employer support form, occupational health clearance, and have Disclosure and Barring Service (DBS) and Protecting Vulnerable Groups (PVG) clearance checks. The PDDP confirms that applicants must have obtained verified support clearance checks from their employer, ensuring the availability of an appropriate practice learning environment, protected learning time, and appropriate supervisory and assessment support. Development of a service user engagement strategy is ongoing. This will support the programme team to embed the contribution of people who use services and carers (PSCs) in the recruitment of students.
4. Considering Standard 1.3, the PDDP confirms that, as part of the MSc programme five-year plan, the programme team will continue to work with their Partner Health Board colleagues to scope capacity for additional practice learning environments and PAs, with a view to offering the programme for those interested in applying as independent applicants.
5. Standard 1.4 is not applicable and was not considered.
6. Considering Standard 1.5, the PDDP and programme specification indicate that applicants must select their chosen field of practice at the point of application. They must confirm (i) that their line manager is supportive of the application for the chosen programme and field of SCPHN and (ii) the availability of an appropriate educationally audited practice learning environment that is suitable for the achievement of the Nursing and Midwifery Council (NMC) (2022) Standards for specialist community public health nursing. Line manager confirmation of the availability of PA support to provide opportunities for students to meet the NMC SCPHN proficiencies and have sufficient protected learning time is required. The employer must also confirm that PSs and PAs have completed preceptorship and

have been adequately prepared for their role with protected learning time which enables them to attend UWS meetings in each term. PAs must be an NMC-registered SCPHN with experience in the field of practice to which the applicant is applying and familiar with the Standards for Post-Registration Programmes (NMC 2022).

7. Students will be actively involved in providing feedback, evaluation and suggestions for improvement to the programme through student staff liaison groups, module experience questionnaires, internal audit processes and innovative online monitoring of student feedback. Students will also be encouraged to provide feedback relating to their practice learning experience using the NHS Education Scotland Quality Management of Practice Learning Environment (QMPLE) aligned to the InPlace Practice Learning platform. Ongoing supervision and support for students in practice learning environments is provided through the allocation of a PA, PS and an academic assessor (AA). Student progress meetings with their PA, PS and AA are held once a semester and will be recorded and reviewed in the practice assessment document (PAD) and, if required, development support plans will be used to support student progress.
8. All practice learning partners (PLPs) have their own mandatory organisational training and development, for example, unconscious bias, equality and diversity and health and safety, and educational audits ask practice learning environments to state that the area is practising within the confines of these policies. The UWS practice learning unit supports the management of educational audits for Health Boards and the private sector. The audits provide assurances required to identify a suitable PA and confirms that the practice learning environment is suitable for learning opportunities and achievement of the NMC (2022) standards for SCPHN.
9. Considering Standard 1.6, the recognition of prior learning (RPL) may be accepted for the purpose of gaining credit towards the academic award and applicants are encouraged to request RPL consideration as part of the application process, including, for example, by students who have previously undertaken modules equivalent to those within the proposed programme at another higher education institution. For the Postgraduate Diploma and the MSc, the maximum credit that can be considered is 60 credits at SCQF Level 11 (with no more than 20 credits at Level 10). For example, applicants may have previously undertaken a 20-credit SCQF Level 10 module, equivalent to the Research for Health and Social Care module, in another higher education institution which would be acceptable for RPL in line with UWS regulations. Similarly, an applicant may have previously undertaken SCQF Level 11 modules equivalent to Responding to Public Health Challenges and Research for Health and Social Care modules, equivalent to 40 credits at SCQF Level 11 which would be acceptable in line with UWS regulations. Two of the current modules offered as shared interdisciplinary modules (Responding to Public Health Challenges and Research for Health and Social Care) are offered as standalone continuous professional development modules and these modules could be taken by those not currently holding minimum entry requirements to enable them to apply in the future.
10. Standards 1.7 and 1.8 are not applicable and were therefore not considered.
11. Based on the information made available, the visitor considers that the UWS 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 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 programme calendar reflects a 45-week programme pro rata over two years. The calendar demonstrates 112 days in year one and 113 days in year two. The programme is split 50% theory and 50% practice. There are three semesters each year and the split is as follows:

Semester 1: theory 18 days; practice 19 days

Semester 2: theory 19 days; practice 18 days

Semester 3: theory 19 days; practice 19 days.

This pattern is reflected for year two.

Each term includes an allocation of 1.5 days of theory and independent study and one day of practice, with additional days added for practice towards the end of each semester. Students can register with the NMC at the end of year two. Year three students complete the MSc dissertation.

Findings

12. The visitor reviewed the PDDP, postgraduate programme specification, Occupational Health Nursing Practice Assessment Documentation (PAD), programme handbook, mapping documentation, shared and field-specific module information, and the learning, teaching and assessment strategy.
13. Considering Standard 2.1, the core team will be supported by academics from the wider School of Health and Life Sciences, including those with experience in midwifery, safeguarding and child protection and mental health. Staff involved in programme delivery are appropriately qualified and experienced in line with the NMC Standards framework for nursing and midwifery education. The programme specification and programme handbook confirm that students must successfully complete the programme for entry onto the NMC third part of the register.
14. Considering Standard 2.2, programme documentation demonstrates that practice learning complies with specific programme standards. The PAD and programme specification indicate that students are allocated to a PS and PA from the same field of practice as the student they are supporting. The roles of PS, PA and AA are outlined in the PAD. The PDDP indicates that PAs and PSs must have completed a period of preceptorship and be suitably prepared for their role. All PSs and PAs have access to UWS learning resources which are valuable in supporting new PSs and PAs. Ongoing preparation and support for PSs and PAs is provided to ensure that they are updated regarding programme developments and understand field-specific proficiencies.
15. Adherence to programme-specific NMC standards is supported by, and reinforced through, the UWS Regulatory Framework. Where NMC standards differ from UWS regulations (for example, with regard to the issue of compensation), NMC standards always take precedence and this exception to the UWS Regulatory Framework is noted in the programme specification and programme handbook. Students will be allocated to an AA from the educational programme team who has been prepared for the role. The PAD documentation details the process for identifying and raising concerns.
16. Standard 2.3 is not applicable and was not considered.
17. Considering Standard 2.4, the creation of a part-time, distance learning Occupational Health Nursing pathway, separate to the approved MSc SCPHN programme, but mirroring the approved SCPHN programme, is intended to ensure that students wishing to study Occupational Health Nursing (OHN) will receive focused, field-specific education while at the same time maintaining shared learning in core public health modules. The six 20-credit modules and one 60-credit (dissertation) module, all at SCQF Level 11, are designed to enable students to enter the SCPHN register in the OHN field. Four of the 20-credit modules are shared with health visitors and school nurses and there are two field-specific modules. Students can exit with 120

credits with a postgraduate diploma and eligibility to register with the NMC or continue to complete the MSc and eligibility to register with the NMC.

18. Considering Standard 2.5, programme learning outcomes have been mapped to module learning outcomes. All module learning outcomes for each field of practice have been mapped to the NMC (2022) core and field-specific standards of proficiency. A mapping document in the PDDP maps all programme learning outcomes to module learning outcomes and NMC proficiencies.
19. Considering Standard 2.6, students must demonstrate achievement of the SCPHN practice in field-specific PADs that record progression towards, and achievement of, SCPHN specialist practice. The UWS existing PAD has already been validated for use; however, UWS is moving towards the Pan London SCPHN PAD to provide a strategic opportunity to enhance consistency and collaboration whilst maintaining regulatory alignment across higher education institutions. This transition ensures that students' PAs and PSs will benefit from a unified, widely recognised assessment approach. There is a UWS timetable and students have access to their own calendar through UWS. There is a strong integration of theory and practice with a balance of 50% theory and 50% practice-based learning.
20. In year one, term one, students will undertake one shared module 'Principles of Public Health Nursing'. This module prepares SCPHNs to fulfil their public health role where they will explore public health addressing the determinants of health, tackling health inequalities and working in partnership to promote and protect health and wellbeing of populations.
21. The 'Enhancing Wellbeing in Occupational Health Nursing' (field-specific) module, delivered in year one, term two will provide students with the opportunity to critically examine theory relating to human development, health and wellbeing. Underpinned by the Human Rights Act, this will enable students to develop a critical understanding of how development, health and wellbeing influence the policy and legislative content in which the SCPHN OHN practises. The 'Specialist Occupational Health Nursing' (field-specific) module is delivered in year one, term three and is designed to enhance knowledge and learning in the development of autonomous professional leaders with contemporary occupational health nursing. Students develop skills in advanced clinical decision-making, communication and technology in the provision of effective person-centred occupation health case management and occupational health services for employees and employers.
22. In year two, term one, students will undertake the 'NMC Responding to Public Health Challenges' shared module. They will be introduced to public health theory and practice, and work towards adopting a systematic approach to developing health improvement interventions using the processes underpinned by public health and health promotion specialists. Students will also explore the methods by which these interventions can be planned, managed, and evaluated, to develop maximum impact and benefit for organisations and stakeholders.
23. The 'Research for Health and Social Care' shared module takes place in term two and introduces students to issues of research design. Critiquing published research, planning, resourcing, sampling, data handling, data analysis, research governance and ethical requirements, as well as dissemination of findings will be addressed. The 'Advancing Public Health Nursing' shared module takes place in term three and will provide students with the opportunity to further advance their leadership skills and abilities to collate and analyse data sources relating to individual, community, and population public health.

24. For practice learning, students will be allocated protected learning time and work alongside their PS and PA under direct and indirect supervision. They will complete the PAD which includes opportunities to engage in written and verbal reflective activity to enhance their learning and understanding of occupational health nursing.
25. Considering Standard 2.7, a mapping document sets out the content and assessment requirements for core and field-specific modules aligned to the achievement of programme outcomes. Theory and practice hours are stipulated in the module descriptors. Field-specific content for SCPHN OHN is met within the two field-specific modules mentioned in paragraph 21 above. Assessments on the programme include essays, reports, case studies, and poster and oral presentations. Assessments are mapped to module and programme learning outcomes. Formative and summative assessments take place between weeks three to five and between nine to 12 weeks respectively. All modules must be passed, and compensation is not permitted.
26. Considering Standard 2.8, a variety of learning and teaching methods, including live teaching sessions, small work-group tutorials, simulation, and student-centred activities will be used in modules across the programme. Technology-enhanced learning will be facilitated by the use of case studies, problem-solving exercises and reality-based scenarios. An online induction day will introduce students to UWS and orientate them to UWS facilities, including academic skills support, IT and digital technology support, the student success hub, disability services, and the library. Students will also meet staff and other students on the programme.
27. Students will be exposed to a range of teaching and learning strategies to be used to support students online. Strategies to link theory to practice will be used, for example through case study discussions, critical reflection, input from practice experts, videos, and virtual resources. Academic staff will monitor student attendance at lectures. Core members of the programme team will continue to deliver modules across the SCPHN programme. The field-specific modules will be taught by an SCPHN OHN.
28. AAs monitor theory, and practice learning is monitored by PAs and PSs. Any non-attendance in practice is recorded and reported to the AA. All practice time must be achieved and recorded in the PAD. All programme learning must be achieved and missed hours must be retrieved to complete the programme. PAs and PSs work with students to monitor any missed practice learning days/hours. In partnership with AAs, PAs and PSs agree a plan to support students to complete the requirements for practice learning. The process is documented in the PAD. A programme calendar identifies teaching days, study days, annual leave and when students are on practice. The part-time study route equates to the equivalent of 2.5 days per week and students will be required to undertake a minimum of 80 hours of clinical practice per term.
29. Considering Standard 2.9, a variety of learning and teaching methods will be used to meet the needs of all students in embracing the principles of digitally enabled learning that utilises a range of learning technologies. This includes live teaching sessions, small work-group tutorials, simulation and student-centred activities. Simulation is timetabled to take place within the 'Principles of Public Health Nursing' and 'Specialist Occupational Health Nursing' modules. Technology-enhanced learning will be facilitated by the use of case studies, problem-solving exercises and reality-based scenarios. A designated digital technology specialist is available

to support the programme team to ensure that up-to-date resources are used effectively. Students will be offered digital spaces where they can interact and share knowledge and experience with peers and module teams.

30. Evidence of how simulated learning is to be integrated within the modules was provided. For example, within the Foundations of Occupational Health Needs assessment students will undertake a quiz on workplace health risk factors followed by a video demonstrating how to analyse workplace health data. Students then have a scenario-based reflection. This ends with guided discussion and peer reflection. Other examples of simulated learning include role play to practise consultations, case discussions and managing sensitive workplace scenarios.
31. Standard 2.10 is not applicable to this major modification and therefore was not considered.
32. Considering Standard 2.11, the SCPHN OHN Calendar demonstrates how theory and practice are distributed across the part-time route to support student achievement of the proficiencies and programme outcomes required by the NMC.
33. Based on the information made available, the visitor considers that the UWS 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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	<p>Provide practice learning opportunities that allow students to develop, progress and meet all the standards of proficiency for their:</p> <p>3.3.1 intended field of SCPHN practice: health visitor, school nurse, occupational health nurse or,</p> <p>3.3.2 SCPHN public health nurse</p> <p>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,</p> <p>3.3.4 in other specified field(s) of community nursing in health and social care nursing.</p>	<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	<p>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:</p> <p>3.6.1 intended field of SCPHN practice, SCPHN PHN practice or,</p> <p>3.6.2 their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice learning requirements and simulated learning hours

No changes have been made to this standard and the approach in relation to practice learning remains the same as for the 2024 approved programme.

Findings

34. The visitor reviewed the PDDP, postgraduate programme specification, a document summarising the rationale for the modification, and received confirmation that no changes have been made in relation to practice learning requirements since the 2024 approval.
35. Standard 3.1 is not impacted by the proposed modification. Processes are in place to confirm that suitable and effective arrangements and governance are in place for SCPHN practice learning. The UWS practice learning environments are administered and managed through the InPlace platform within NHS Scotland partner organisations, wider NHS Boards, third sector and private sector bodies. This platform creates a central database of all contemporary educational audits and includes details of PAs for the professional programmes to which they are aligned.
36. Educational audit of practice learning is managed with a two-yearly cycle, using the NHS Education Scotland Quality Management of Practice Learning Environment (QMPLE), and is aligned to the InPlace platform which facilitates the operationalisation and governance needed for educational audit of practice learning environments. For SCPHN programmes, the number of SCPHN PAs with relevant field-specific experience will be recorded as part of this educational audit cycle.
37. As part of the MSc programme five-year plan, the programme team continues to work with Partner Health Board colleagues to scope capacity for additional practice learning environments and PAs, with a view to offering the programme to those interested in applying as independent applicants.
38. Students are offered an online induction in term one of year one to ensure that new students have a positive start to their first term. Students will be oriented to UWS systems, new students and staff. All resources are available to students through the 'Aula' virtual learning environment (VLE). Students will utilise the VLE during induction day which will help them to become confident in its use and to actively engage and participate in this form of communication and learning. There are opportunities to disclose any reasonable adjustments during induction. UWS disability services provide students with a disability services action plan that contains recommendations for any reasonable adjustments required to support student learning.
39. Applicants who wish to self-fund can contact UWS directly and meet the programme leader. They must confirm that they have secured a practice placement including allocation of a PA and PS for the duration of the programme.
40. Considering Standard 3.2, students are assigned to PAs and PSs who can facilitate appropriate practice learning and assessment opportunities. The PAD requires completion of a learning agreement that must be completed and signed by PAs, PSs, AAs and students. The PAD requires students to take responsibility for learning. A learning log enables students to record key learning experiences that support evidence of how they are progressing towards achievement of SCPHN OHN practice. Student self-assessment further informs their ongoing development and assessment of SCPHN OHN practice.

41. Student progress is reviewed and recorded in the PAD by PAs in partnership with PSs and AAs at collaborative assessment meetings held twice each term. A process is in place to support additional tripartite meetings, if required. Achievement of the SCPHN OHN specialist practice is assessed at a final tripartite meeting in the final semester by PAs. AAs must agree this with the PAs and they must record this in the PAD. Practice learning environments are evaluated using QMPLE which is aligned to the InPlace practice learning platform.
42. Standard 3.3 is not impacted by the proposed modification. The programme team and PLPs work in partnership. The UWS practice learning unit supports the management of educational audits for Health Boards and the private sector. PSs and PAs working in the private sector will be supported directly by the programme leader and academic team. Collaborative assessment meetings (CAMs) between a student's PA, AA and PS take place. The CAMs between the student, PA and AA (and ideally, PS) are key to supporting the development and review of a student's individual learning plan and the ongoing assessment against NMC proficiencies to confirm the student's suitability for award relating to occupational health. A process for raising concerns in practice is designed to ensure that any concerns are managed effectively and transparently with a support plan in place, as appropriate. The PAD outlines responsibilities for supporting student learning opportunities.
43. Opportunities for alternative practice are documented in the programme handbook. Students can spend time with professionals from services related to them, but distinct from their primary SCPHN field. A minimum of five alternative practice days will be negotiated between the student, PS and PA. Successful completion of the PAD is required to pass the programme and to be eligible to register with the NMC.
44. Progress towards, and achievement of, SCPHN specialist practice OHN is recorded in the field-specific PAD. PAs and PSs meet to review and agree personal learning objectives and relevant learning opportunities, including access to learning opportunities that enhance students' knowledge and understanding of wider public health and social care services. There is a process for students to escalate concerns if they are not able to access the opportunities required to meet their learning needs. Regular opportunities are provided for students to evaluate practice.
45. Considering Standard 3.4, the programme complies with the Standards for student supervision and assessment (NMC, 2023) and is designed to ensure achievement of the core and field-specific proficiencies (NMC, 2022). There are regular opportunities for PAs and PSs to attend regular UWS meetings. PAs and PSs are suitably prepared and trained for their roles.
46. Considering Standard 3.5, anticipatory adjustments are applied, and reasonable adjustments can be made available to provide students with a practice learning experience that takes account of their individual learning needs. Students are made aware of the support provided by the UWS Disability Service and are encouraged to approach this service as early as possible to discuss their support needs. They are also encouraged to disclose any additional learning needs and personal circumstances that may affect their learning with the programme team and PAs and PSs involved in placements, with support from their personal tutor if required.
47. Considering Standard 3.6, the PDDP and programme handbook provide a clear overview of theoretical and practice learning across the programme. The module descriptors and programme handbook provide information regarding module delivery and the assessment schedule provides information regarding formative and summative submission weeks. This also details when completion of the PAD is

required. Within the PAD, practice learning is structured to meet students' self-assessment and learning needs, agreed in discussion with PAs and PSs who support students to access appropriate learning opportunities.

48. Based on the information made available, the visitor considers that the UWS has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met.

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 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	<p>Ensure practice supervisors:</p> <p>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</p> <p>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</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	<p>Ensure practice and academic assessors:</p> <p>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,</p> <p>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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	<p>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.</p> <p>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.</p>	<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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>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>				
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

49. The visitor reviewed a range of documentation including the PDDP, PAD, UWS Assessment Handbook, programme specification and programme handbook, and received confirmation that no changes have been made in relation to supervision and assessment since the 2024 approval.
50. Considering Standard 4.1, UWS has formal processes in place to monitor the overall quality of the programme and student experience, including the appointment and oversight of external examiners. Students are allocated to PAs and PSs who have an SCPHN-registered qualification and appropriate experience in the same field of practice that students are studying. Support is in place to enable PAs and PSs to meet the NMC Standards for student supervision and assessment and there are regular PA and PS forums. Students are allocated to an identified AA who is part of the SCPHN programme team and who has appropriate experience to support students in their field of practice.
51. The programme handbook details information for students about the support services available to them. This documents a range of support, wellbeing and counselling services and disability services. Students who disclose a disability are supported by the UWS disability service and have a student support plan. At induction to the programme, students are encouraged to access these services, if appropriate.

Students and PLPs are involved in ongoing programme improvement. This includes how PAs and PSs can raise concerns about student progress and how to support students. Development support plans are used and can be actioned by PAs. There are processes for escalating any concerns identified in the PADs.

52. Considering Standard 4.2, there is evidence of effective partnership working with PLPs to ensure continuous review and development of the programme and external partners have been involved in the development and design of the programme. UWS sees the PA and PS roles as essential in contributing to student success and a range of support is available for PAs and PSs. NHS Education for Scotland learning resources for PSs and PAs are valuable in supporting new supervisors and assessors, providing ongoing preparation and support for those in PA and PS roles, and ensuring that they are updated regarding programme development and understanding of field-specific proficiencies. Collaboration between UWS, Health Boards and private employers is expected to lead to enhanced support including Operational Practice Learning Forum input to strengthen the practice educator facilitator role, and there are six-monthly PS and PA updates and bespoke support events for small groups and individuals.
53. Considering Standard 4.3, the PAD provides regular opportunities for discussion between the PAs and PSs. Final confirmation of achievement of the SCPHN specialist practice is agreed between the PAs and AAs. Achievement of the SCPHN specialist practice learning and theory learning outcomes are recorded and confirmed in the PAD.
54. Considering Standards 4.4 and 4.5, confirmation that PSs and PAs have completed preceptorship to fulfil the requirements of the NMC is required. The AA role is undertaken by a member of the programme team who is an NMC-registered SCPHN with appropriate equivalent experience for the student's field of practice. The AA is required to have a recognised teaching qualification or equivalent preparation related to their role.
55. Considering Standard 4.6, students will be supported by a named PS and PA throughout the programme and during practice-based learning. A PS may be an NMC-registered nurse or midwife or other registered health and social care professional. PAs and AAs will be NMC-registered SCPHNs with experience relevant to a student's field of practice.
56. Considering Standard 4.7, students receive feedback from clients, and from PSs and PAs through the PAD. Students have opportunities for reflective practice which is discussed with the PSs and PAs and recorded in the PAD. They also have opportunities to receive feedback from colleagues/peers in simulated experiences and online activities and from formative work which feeds into summative assessments.
57. Considering Standard 4.8, all students will complete an SCPHN PAD practice-based learning portfolio, comprising the NMC Standards of proficiency (NMC, 2022) to record achievement of proficiencies. The PAD provides a systematic record of the student's practice learning progress and achievement of SCPHN (OHN) proficiencies throughout the programme. The PAD is an integral part of the learning process and provides evidence of learning from academic activities as well as from practice experience which evidences students' achievement of the NMC Standards of proficiency for specialist community public health nurses. Successful completion of the PAD is required before a student can successfully complete the programme.

58. Considering Standard 4.9, collaborative assessment meetings between the student, PA and AA (and ideally, PS) will be key to student success and will support the development and review of a student's individual learning plan and the ongoing assessment against NMC proficiencies to confirm a student's suitability for award relating to their intended field of SCPHN.
59. Based on the information made available, the visitor considers that the UWS has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

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 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

60. The visitor reviewed the PDDP and the programme specification, and received confirmation that no changes have been made in relation to the qualification to be awarded since the 2024 approval.
61. Considering Standards 5.1 and 5.2, the programme specification confirms that applicants must possess a degree or equivalent for admission to the programme. In the absence of a degree, applicants will be considered on an individual basis and will need to demonstrate academic capability through previous achievement at Level 11 in a relevant subject area and/or significant work-based learning experience in a relevant field of practice. The PDDP confirms that students who successfully

complete six 20-credit modules and one dissertation module of 60 credits at SCQF Level 11 (180 credits in total) will qualify for the award of MSc SCPHN (field) and be eligible to register on the SCPHN Part of the NMC Professional Register.

62. Students exiting the programme on successful completion of six modules (equating to 120 credits) will qualify for the exit award of Postgraduate Diploma SCPHN (OHN), and be eligible to register on the SCPHN Part of the NMC Professional Register.
63. There is also provision for students to exit with a Postgraduate Certificate Community Health on successful achievement of 60 credit points (of which a minimum of 40 are at SCQF Level 11 and none less than SCQF Level 10) if they are unable to continue with their studies to gain professional registration with the NMC.
64. The programme specification confirms that the SCPHN award must be registered within five years of successful completion.
65. Standards 5.3, 5.4 and 5.5 are not applicable to this major modification and therefore were not considered.
66. Based on the information made available, the visitor considers that the UWS 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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