



Nursing and Midwifery Council Quality Assurance Review

Programme Approval Report for:

Post-registration qualifications leading to:

Specialist Practitioner – District Nursing

Wrexham University

November 2024

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)	Wrexham University Mold Road Wrexham LL11 2AW Wales			
AEI institution Identifier (UKPRN)	10007833 (GLYNDWR UNIVERSITY)			
Name and location of academic delivery partner(s) if not the AEI noted above	Not applicable			
Name of practice learning/employer partners	Not applicable			
Approval type	Programme approval			
Name of programme				
NMC Programme Title	AEI Programme Title (in full)	Academic level	Full-time	Part-time
Specialist Practitioner - District Nursing	Post Graduate Diploma in Community Specialist Practice (District Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interim awards available (only required if leading to NMC registration)				
NMC Programme Title	AEI Programme Title (in full)	Academic level(s)	Full-time	Part-time
There are no interim awards for this qualification that lead to NMC registration.	N/A	N/A	N/A	N/A
Proposed programme start date	08 January 2025			
Standard(s) under assessment	<input type="checkbox"/> Part 2: Standards for student supervision and assessment <input checked="" type="checkbox"/> Part 3: Standards for post-registration programmes 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	07 November 2024 - online			
Visitor team	Registrant Visitors: Dr Keith Ford Dr Patricia Houghton Dr Rachael Spencer Lay Visitor: Mrs Catherine Cruickshank			

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) programme approval panel. All evidence submitted by the AEI is reviewed by the visitors.

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

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

The conjoint visit with the AEI approval panel took place on 07 November 2024.

Context for the review

Wrexham University (Wrexham) has previously offered a range of Specialist Practitioner - District Nursing programmes (pre-2022) with integrated V100 nurse prescribing (pre-2018). The current review is for the programme approval of the Specialist Practitioner - District Nursing, in line with the NMC's (2022, updated 2024) Part 3 Standards for Post-registration programmes. Wrexham's qualification title is the Post Graduate Diploma in Community Specialist Practice (District Nursing). This programme is planned to be offered for full-time and part-time students and does not include integrated nurse prescribing. Wrexham articulated during the online visit that it will encourage students to return and complete the V300 qualification if required, as it has been a Health Education and Improvement Wales (HEIW) directive not to include this within the programme (and the V100 has been removed).

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

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

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

Where Part 2: Standards for Student Supervision and Assessment are reviewed simultaneously with Part 3: Standards for post-registration programmes, the associated summary of findings is recorded as Annexe 1.

Conditions and recommendations

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

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

Conditions

No.	Condition details	Specific standard not met	NMC only/Joint	AEI only
C1	Take appropriate steps to prompt an update to the Local Level Agreements, so they reflect the current requirements of the NMC Standards for post-registration (SPQ) students and therefore apply appropriately to the SPQ programme, including the requirement for protected learning time.	Part 3 Standards 1.5, 3.1	NMC	
C2	Take appropriate steps to prompt an update to the educational audit used, so it reflects the current NMC Standards for post-registration (SPQ) programmes.	Part 3 Standards 1.5, 3.1	NMC	
Date for all conditions to be met to meet intended delivery date		13 December 2024		

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

Recommendations for enhancement

Recommendations				
No.	Recommendation	Specific standard(s)	NMC only/Joint	AEI only
R1	Monitor the staffing levels and workloads, particularly for field-specific academic assessors.	N/A		AEI
R2	Ensure support is in place for students transitioning from secondary care to community settings, supporting them in developing new professional roles.	N/A		AEI

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

Response to conditions

The visitor team reviewed in full the response(s) and evidence from Wrexham to the conditions set. The findings of the visitor team with regard to responses to individual conditions are recorded in the main body of this report.

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

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

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

Explanation of findings for Part 3

Standard 1: Selection, admission, and progression

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

	independent/supplementary (V300) prescribing 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 team considered a range of evidence including agreements for the design and delivery of the SPQ programme and the associated policies. The visitor team also met with key stakeholders including members of the senior management and programme teams, practice supervisors and assessors, people who use services and their carers (PSCs), and students linked to the existing programme.
2. In considering Standards 1.1 and 1.2, the visitor team reviewed evidence including the Admissions policy and the Recruitment and selection policy for the Post-registration Nursing SPQ which clearly states the entry requirements for the programme. The visitor team sought further information regarding the arrangements for both employed and self-funded/self-employed applicants. Additional evidence referenced in the Validation submission document was provided, which demonstrated that appropriate Disclosure and Barring Service (DBS) checks and a health-screening process is undertaken by Wrexham. Arrangements include the use of an employment or honorary contract (as required) which enables students to undertake practice learning that supports achievement of the associated NMC (2022) Standards of proficiency. There are arrangements in place for applicants to confirm their prior qualifications and experience, and those candidates without a full honours degree at 2:2 or above will need to successfully pass a module at Level 6 or Level 7 as evidence of their suitability for the programme.
3. In considering Standard 1.4, the visitor team reviewed examples of marketing materials such as programme flyers and information on Wrexham's website. Prospective students can apply directly for the course via this website, with the subsequent process involving a review of the application by the admissions and programme teams, with successful applicants then being offered an interview. Additional arrangements are in place for non-NHS/self-funded or self-employed applicants, with a supplementary application form forwarded to the prospective applicants to ensure they comply with the requirements to demonstrate their capability of safe and effective practice. Wrexham plans to allocate a small number of places for self-funded students, with an initial target of up to five places, to allow for steady growth and management of resources.
4. The visitor team considered evidence in relation to the arrangements and governance structures to support practice learning, in the consideration of Standard 1.5. Evidence included Local Level Agreements between Wrexham and the placement providers for NHS Wales commissioned provision. These agreements document the structures in place to support practice learning. However, the agreements include specific mention of pre-registration students rather than post-registration students and there is reference to supernumerary status rather than protected learning time. In addition, some sections in the Local Level Agreements

relate to Wrexham being responsible for bursaries and travel costs and elsewhere there are references to mandatory training which is not applicable to post-registration students. Following the requests for additional evidence, Wrexham provided a draft addendum which will accompany one of the Local Level Agreements and was due to be agreed and signed off by the health board on 8 November 2024. However, the draft document still means there are some gaps in the addendum and the Local Level Agreement in relation to post-registration students. During the online visit, senior managers, programme teams and practice supervisors/practice assessors provided reassurance of their understanding of protected learning time and how this will be implemented within the programme. Arrangements include the use of the All-Wales electronic Portfolio (ePAD) for recording the protected learning time agreement for each applicant. The visitor team was assured of Wrexham's understanding and plans to implement the NMC's standards overall but identified a **condition (C1)** in relation to the Local Level Agreements, linked to Standard 1.5 (and 3.1). This condition is for Wrexham to take appropriate steps to prompt an update to the Local Level Agreements, so they reflect the current requirements of the NMC Standards for post-registration students and therefore apply appropriately to the SPQ programme, including the requirement for protected learning time.

5. The emphasis on the assurance of high-quality pre-registration training and practice-based placement learning, as opposed to a focus on post-registration, is also apparent in the remit of the Practice Education Quality Assurance Group - Terms of Reference, although there is a representative from Wrexham for post-registration nursing on the group. An All-Wales Nursing and Midwifery Education educational audit is completed for all practice learning environments to ensure that appropriate resources and capacity is in place, including practice supervisors, practice assessors and the appropriate learning opportunities to enable students to meet the required proficiencies. The audits are completed by practice supervisors, practice assessors or practice education facilitators and confirmed by Wrexham's programme team. This process provides assurance that the correct structures are in place to support learning in practice. However, the audit submitted still has reference to content linked to previous NMC standards and includes outdated references. The visitor team therefore identified a **condition (C2)** in relation to Standard 1.5 (and 3.1). This condition is for Wrexham to take appropriate steps to prompt an update to the educational audit used, so it reflects the current NMC Standards for post-registration (SPQ) programmes.
6. In considering Standard 1.6, the visitor team reviewed documentation linked to the recognition of prior learning (RPL), the Recruitment and selection policy for the programme and the Academic Quality Handbook. Wrexham's Academic Regulations allow for RPL to be considered up to a maximum of 80 credits for modules studied at Level 7. Wrexham's process for the Post Graduate Diploma in Community Specialist Practice (District Nursing) also requires applicants seeking RPL to demonstrate that their prior learning can be mapped to the relevant module outcomes for the programme and to the associated NMC (2022) Standards of proficiency.
7. Based on the information made available, the visitor team considers that Wrexham has in place the appropriate arrangements for Standard 1: Selection, admission, and progression to enable the NMC standards to be met, subject to meeting Conditions C1 and C2.

Response to conditions

Response to conditions		
No.	Condition details	Findings
C1	Take appropriate steps to prompt an update to the Local Level Agreements, so they reflect the current requirements of the NMC Standards for post-registration (SPQ) students and therefore apply appropriately to the SPQ programme, including the requirement for protected learning time.	<p>Wrexham has provided the revised final version of the Local Level Agreement. This now reflects the current requirements of the NMC Standards for post-registration students which apply appropriately for students on the SPQ programme, including protected learning time.</p> <p>The Addendum to the Local Level Agreement (all versions) has a date set for next review as September 2024 and this will need amending but does not impact on the response to the conditions.</p> <p>Wrexham has also provided relevant communication with Health Education and Improvement Wales (HEIW) who support the relevant changes.</p> <p>Standards 1.5 and 3.1 are now met.</p>
C2	Take appropriate steps to prompt an update to the educational audit used, so it reflects the current NMC Standards for post-registration (SPQ) programmes.	<p>Wrexham has provided a revised version of the Educational Audit which now reflects the current NMC Standards for post-registration (SPQ) programmes.</p> <p>Wrexham has also provided relevant communication with Health Education and Improvement Wales (HEIW) who support the relevant changes.</p> <p>Standards 1.5 and 3.1 are now met.</p>

Standard 2: Curriculum

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

2.6	<p>Set out the general and professional content necessary to meet the:</p> <p>2.6.1 core and field specific standards of proficiency for each intended field of SCPHN practice: health visiting, school nursing, occupational health nursing,</p> <p>2.6.2 core standards of proficiency for SCPHN public health nurse qualification.</p> <p>2.6.3 standards of proficiency for the community nursing SPQ that is tailored to the intended field of community nursing practice. These may be within community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing, or in other specified field(s) of community nursing in health and social care</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	<p>Set out the content necessary to meet the programme outcomes for each intended field of:</p> <p>2.7.1 SCPHN practice: health visiting, school nursing, occupational health nursing and/or SCPHN public health nursing,</p> <p>2.7.2 community nursing SPQ practice: community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing and/or in other specified field(s) of community nursing in health and social care.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Ensure technology and simulation opportunities are used effectively and proportionately across the curriculum to support supervision, learning and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	Ensure programmes delivered in Wales comply with legislation which supports use of the Welsh language.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 is delivered over 45 weeks for full-time students, consisting of 105 days of theory and 120 days of practice (totalling 225 days for the full-time programme and pro rata for part time).

One day equates to 7.5 hours, giving a total of 1,687.5 hours, of which theory is 787.5 hours and practice is 900 hours giving a ratio of theory to practice of 47%:53%.

Findings

8. The visitor team considered a range of evidence including All-Wales guidance, Wrexham's Equality, Diversity and Inclusion policy, and a range of meeting minutes demonstrating the involvement of stakeholders, including students and people who use services and their carers (PSCs). The visitor team also met with key stakeholders at the online visit, including members of the senior management and programme teams, practice supervisors and assessors, PSCs, and students linked to the existing programme.
9. In assessing Standard 2.1, the visitor team reviewed the qualifications of staff members on the CVs submitted, considered programme modules in relation to the Standards of proficiency for community nursing specialist practice, and reflected on the involvement of PSCs. The programme team comprises two staff with the SPQ district nursing qualification. The Associate Dean also has this qualification, and the wider team has relevant knowledge and skills to contribute, with two staff holding SCPHN qualifications. Team members also have relevant teaching and master's qualifications. Numerous minutes of meetings demonstrate that the programme has been co-designed with students, practice learning partners, employers, practice supervisors/practice assessors and PSCs. There is a variety of teaching and learning strategies embedded within the modules and a clear outline of the involvement of PSCs within the programme in recruitment, assessments, in practice and in evaluation. PSCs also act as guest speakers discussing their lived experiences. In addition, the Service User and Carer group at Wrexham - 'Outside In' - makes an effective contribution in ensuring the representation of diverse communities within the curriculum and in highlighting the diverse care needs of individuals. During the online visit, meetings with senior practice managers, students, practice supervisors and practice assessors, and PSCs confirmed with examples the process for effective stakeholder involvement and the input they provided to the curriculum development.
10. The NMC's Standards for student supervision and assessment (SSSA) requirements, associated with Standard 2.2, are embedded across practice and evidenced within numerous documents. Academic assessors meet the criteria specified within the NMC's SSSA, and this is facilitated by the All-Wales SSSA guidance which presents clear roles and responsibilities. Practice supervisors and practice assessors must undertake suitable preparation in accordance with the SSSA, and Wrexham provides training for these roles for both new and existing staff, including training on the All-Wales SPQ Practice Assessment Document (PAD). Practice supervisors and practice assessors complete a confirmation form which includes their PIN number (checked by the programme team) and a declaration that they have undertaken suitable preparation and preceptorship. Wrexham's commitment to training and support was confirmed through the meeting with practice supervisors and practice assessors at the online visit. Wrexham also submitted evidence for Standard 6.7 of the NMC's standards for student supervision and assessment. Further information linked to Standard 6.7 is provided in Annexe 1.

11. In considering Standards 2.4 to 2.7, the visitor team reviewed All-Wales guidance and programme-specific documentation, including the validation submission, the student programme handbook, and planning documents. Programme details are clearly provided in student-facing documentation and modules have been closely mapped to the Standards of Proficiency (NMC, 2022) and this is reflected in the learning outcomes.
12. Wrexham's programme validation submission describes the digital and simulation strategies available to district nursing students throughout the programme, which is relevant to Standards 2.8 and 2.9. Wrexham has a simulation team who will deliver teaching collaboratively with the programme team. Wrexham's simulation strategy outlines the planned use of scenarios within the community house using streaming technology and debrief tools which will allow small groups of students to develop their decision-making skills in unpredictable and challenging situations while in a safe environment with their peers. The plans for using simulation were corroborated during meetings at the online visit and were well received by current students.
13. In considering Standard 2.10, the visitor team reviewed All-Wales information, the programme validation submission and documents relating to the Welsh language. Recruitment flyers are available in Welsh as seen with the District Nursing Flyer. While the SPQ programme is taught in English, students can complete the All-Wales portfolio, submit assignments, request tutorials and complete evaluations in Welsh. Programme information is available in Welsh on request and placement areas can be first language Welsh.
14. In considering Standard 2.11, the visitor team reviewed the planned delivery of the SPQ programme and the split between theory and practice time. The part-time and full-time planners demonstrate the balance of theory and practice throughout the programme, with additional learning opportunities in the form of linked associated practice learning opportunities using a hub and spoke model to enable students to gain appropriate experience in other environments, Practice Assessment Document (PAD) days and self-directed study. One day per week will be self-directed; this can be practice, theory or personal study dependent on the student's needs and is to be agreed in advance. The programme is delivered over 45 weeks for full-time students, which consists of 105 days of theory and 120 days of practice. Thus, there is a total of 225 days (pro rata for part time). All students have a period of final practice learning for a minimum of six weeks (for full-time students) and 12 weeks pro rata (for part-time students), at the end of the programme. There is also an additional seven weeks timetabled at the end of the programme for any students needing to make up practice time.
15. Based on the information made available, the visitor team considers that Wrexham has in place the appropriate arrangements for Standard 2: Curriculum to enable the NMC standards to be met.

Standard 3: Practice learning

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

Practice learning requirements

All SPQ District Nursing students must complete a minimum of 900 practice hours including a continuous six-week period of practice learning (12 weeks for part-time students pro rata).

Simulation is included within the theory hours for the programme. Wrexham is planning to use simulation within two modules (the Fundamentals of Community Nursing and Complexities in Health).

Findings

16. The visitor team considered a range of evidence including policy documents, Local Level Agreements, clinical educational audits, training records and staff and student handbooks. The visitor team also met with key stakeholders including members of the senior management and programme teams, practice supervisors and assessors, people who use services and their carers (PSCs), and students linked to the existing programme.
17. In considering Standard 3.1, the visitor team reviewed evidence including the Recruitment and selection policy for the Post-registration Nursing SPQ, which clearly outlines the provision of the necessary arrangements and governance structures to support practice learning. These arrangements include employer backing to enable students to undertake and be supported throughout the programme. Self-employed and/or self-funded applicants are required to complete a supplementary application form and confirm that they and the named practice learning partner can meet Wrexham's governance requirements for admission to the programme. The educational audit of practice learning is completed for all practice learning environments to ensure that appropriate resources and capacity are in place, including practice supervisors and practice assessors, and that appropriate learning opportunities are provided to meet the proficiencies, as outlined in relation to Standard 1.5. During the online visit, senior managers, practice supervisors and practice assessors provided reassurance of their understanding of protected learning time and how this will be implemented within the programme. The programme team has planned Practice Assessment Document (PAD) days during theory time to review the All-Wales electronic Portfolio (ePAD) and discuss and ensure students are receiving the correct support and protected learning time. This is also discussed during the tripartite meetings with the academic assessor, practice assessor and student, and logged on the ePAD.
18. As previously noted in relation to Standard 1.5, the audit document and the Local Level Agreements require a review and updating to be aligned with the current NMC standards and to ensure that the requirements for post-registration students are reflected, for example, in relation to protected learning time. The arrangements and required updates were discussed with the programme team during meetings at the online visit, and the documents requirement to be reviewed jointly with the local health boards/collaboratively across All-Wales partners. As a result of this, Standard 3.1 is therefore not met and referenced in the two Conditions (C1 and C2) previously outlined and linked to Standard 1.5.
19. In considering Standards 3.2 and 3.3, the visitor team reviewed All-Wales guidance and programme-specific information such as handbooks and planning documents. The arrangements in place at Wrexham ensure that practice supervision and assessment comply with the NMC standards and that there are practice learning

opportunities that allow students to develop, progress and meet all the standards of proficiency.

20. In relation to Standard 3.4, all SPQ district nursing students will be based in an audited practice learning environment within a district nursing team for the duration of the programme, supported by an appropriate practice supervisor and practice assessor, in accordance with the NMC's SSSA. All SPQ district nursing students must complete a minimum of 900 practice hours including a continuous six-week period of practice learning (12 weeks for part-time students pro rata). The allocation of a practice supervisor/practice assessor begins once the student successfully gains and accepts a place on the district nursing programme. Locality matrons in conjunction with the programme team discuss the placing of students jointly. The placing of students is dependent upon available practice supervisors/practice assessors and ensuring a quality learning experience. Some students will move from their permanent base to another base within the locality, while others will remain in their usual location. Practice supervisors/practice assessors receive support and training as outlined in relation to Standard 2.2.
21. Wrexham takes account of students' needs as required by Standard 3.5, and has a clear Equality, Diversity and Inclusion policy. Wrexham encourages early disclosure of any additional needs in order that reasonable adjustments and support can be put in place and students are advised of the processes via the student guide. Wrexham articulated its commitment to tailoring practice learning to the needs of the individual student and uses the learning contract and review process to identify these needs. Any specific learning/development needs are then documented within the All-Wales PAD. The programme team will consider embedding more protected learning time for students with additional needs to maximise their chances to progress. Where required, reasonable adjustments can be made in practice, with student consent and tripartite discussion, to enable students with disabilities or additional learning needs to achieve the NMC Standards for proficiency for community specialist practice. Students are encouraged to share any reasonable adjustments with practice learning partners for these to be considered in the exceptional circumstances process as outlined in Wrexham's exceptional circumstances policy.
22. In considering Standard 3.6, the visitor team reviewed the All-Wales PAD and associated guidance, the validation submission and modules for the programme along with planning documents. Students move through the curriculum and subsequent practice learning with their progression documented within the All-Wales PAD. The programme culminates in a minimum continuous period of practice learning of six weeks' duration (12 weeks pro rata for part-time students) and students are required to demonstrate that they meet the minimum level of 'competent' for all SPQ district nursing proficiencies.
23. Based on the information made available, the visitor team considers that Wrexham has in place the appropriate arrangements for Standard 3: Practice learning to enable the NMC standards to be met, subject to meeting Conditions C1 and C2.

Standard 4: Supervision and assessment

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

24. The visitor team considered a range of evidence including All-Wales documents, programme planners, Local Level Agreements, staff CVs and guidance and support for staff members. The visitor team also met with key stakeholders including members of the senior management and programme teams, practice supervisors and assessors, people who use services and their carers (PSCs), and students linked to the existing programme.
25. In considering Standard 4.1, the visitor team reviewed a range of documentation including programme-specific guidance information, stakeholder documentation, meeting minutes and staff CVs. There is clear information for students and practice supervisors and practice assessors within the documents provided such as the All-Wales Practice Assessment Document and guidance, and Wrexham's handbooks. Documentation, processes and feedback at the online visit demonstrated that processes are in place to ensure a partnership approach to student supervision, learning and assessment.
26. In considering Standard 4.2, the visitor team confirmed that district nursing students are allocated to district nursing teams with a nominated practice supervisor and practice assessor who meet the All-Wales criteria in relation to roles and responsibilities. Practice supervisors and practice assessors undertake suitable

preparation for their roles in accordance with the NMC's SSSA and as outlined within the Wrexham Practice Supervisor and Practice Assessor Handbook. Students are required to inform the programme lead if their practice assessor is absent. At the online visit, the SPQ programme team, senior managers and practice supervisors/practice assessors confirmed that they have sufficient staffing resources for the practice supervisors/practice assessors and academic assessor roles. Staff are supported and encouraged to become a practice supervisor/practice assessor following the required preceptorship period, and senior practice managers assured the visitor team that they invested in their local workforce and have supported many staff from Level 3 studies through to post-graduate level and provided a number of examples. The programme team and senior managers confirmed the plans and processes they would implement if they were impacted by sickness levels or a change of personnel within programme teams/practice supervisors/practice assessors and provided examples that have been implemented recently. The programme team confirmed that post-registration students are not placed alongside pre-registration students in small teams ensuring sufficient support for all students.

27. In considering Standards 4.3 to 4.5, the visitor team reviewed All-Wales and programme-specific documentation. The NMC's standards for student supervision and assessment are embedded across practice and evidenced within numerous documents. Practice supervisors, practice assessors and academic assessors meet the requirements for their roles and are suitably prepared and supported.
28. In relation to Standard 4.6, Wrexham's Exceptional circumstances policy notes that in exceptional circumstances, the same person may fulfil the role of practice supervisor and practice assessor for a part of the programme where the SPQ student is undergoing education and training in a practice learning setting. It is also documented that exceptional circumstances may apply for up to one semester. In this instance, Wrexham's exceptional circumstances process will be followed. Wrexham requires that all exceptional circumstances are recorded and monitored by the programme lead using the Log of Exceptional Circumstances for practice assessors. If the reasons for allocating the same practice supervisor and practice assessor are regularly linked to alleviating longer term risks such as short staffing or insufficient numbers of practice supervisors and practice assessors, this will be reported to the NMC using the normal exceptional reporting procedure and will include the relevant risk mitigation process. If after a period of one semester the situation continues, separate practice supervision and practice assessment arrangements will be put in place and agreed between the practice learning provider and Wrexham, which may include moving the student's placement base. Wrexham provided the relevant flowchart for exceptional reporting in response to a request for additional evidence, and at the online visit senior practice managers provided assurance regarding the understanding and implementation of the process.
29. In considering Standards 4.7 to 4.9, the visitor team reviewed the All-Wales guidance, programme-specific information and an external examiner's annual report. The programme includes a variety of formative and summative assessments, with arrangements for student feedback. The All-Wales ePAD contains an ongoing achievement record of all 102 standards of proficiency and there are clear arrangements to assess the student's suitability for the award and to confirm overall proficiency based on the successful completion of all practice learning.
30. Based on the information made available, the visitor team considers that Wrexham has in place the appropriate arrangements for Standard 4: Supervision and assessment to enable the NMC standards to be met.

Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:		Met	Not met	Met after conditions	Not applicable
5.1	Ensure that the minimum academic level for SCPHN and community nursing SPQ is at postgraduate masters' level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Inform the student that the SCPHN award must be registered with us within five years of successfully completing the programme and if they fail to do so they will have to undertake additional education and training or gain such experience as specified in NMC standards for the award to be registered.	<input 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 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

31. The visitor team mainly considered the programme validation document and student handbook in confirming the minimum academic level for the SPQ programme and in relation to Standards 5.1 and 5.3. The programme is the Post Graduate Diploma in Community Specialist Practice (District Nursing), at Level 7 with the award at 120 credits. Students are advised that the Specialist Practice (District Nursing) award must be registered with the NMC within five years of successfully completing the programme and if the student fails to do so they will need to undertake additional education and training or gain experience as specified in the NMC standards for the award to be added as an annotation to their personal registration. Wrexham also offers a potential exit award, a Postgraduate Certificate in Community Practice (60 credits at Level 7), but this does not enable the student to include annotation as a district nurse.

32. Based on the information made available, the visitor team considers that Wrexham has in place the appropriate arrangements in relation to Standard 5: Qualification to be awarded to enable the NMC standards to be met.

Annexes

Annexe 1: Explanation of findings for Part 2: Standards for student supervision and assessment

Standard 6: Assessor roles

Approved education institutions, together with practice learning partners, must ensure that:		Met	Not met	Met after conditions	Not applicable
6.7	Students studying for an NMC approved post-registration qualification are assigned to practice and academic assessors in accordance with relevant programme standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

33. The visitor team considered Standard 6.7, which requires that students studying for an NMC approved post-registration qualification are assigned to practice and academic assessors in accordance with relevant programme standards. The visitor team mainly considered the All-Wales roles and responsibilities information and the Practice Supervisor and Assessor Handbook, along with Wrexham's handbook for practice supervisors and practice assessors, as well as having meetings with key stakeholders during the online visit.
34. A nominated practice assessor works in partnership with the nominated academic assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies. The roles of practice supervisor, practice assessor and academic assessor are clearly defined. Practice supervisors can be any registered healthcare professional. Practice assessors are allocated in accordance with the relevant programme standard and have completed the Practice Assessor Preparation Programme or have knowledge and experience, demonstrated via recognition of prior learning (RPL), to show they meet the NMC outcomes for the role of practice assessor. Students will be based in an audited practice learning placement and supported by an appropriate practice supervisor and practice assessor, in accordance with the Standards for student supervision and assessment (NMC 2018, updated 2023). All students will be assigned an academic assessor from Wrexham, who is an NMC registered nurse with equivalent experience and qualifications for the student's field of practice.
35. Based on the information made available, the visitor team considers that Wrexham has in place the appropriate arrangements to enable Standard 6.7 to be met.

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