



Nursing and Midwifery Council Quality Assurance Review

Programme approval report

Post-registration qualifications leading to:

Specialist Community Public Health Nurse – Health Visiting

Specialist Community Public Health Nurse – School Nurse

The University of Hull

November 2024

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Key institutional and programme details

Name and location of Approved Education Institution (AEI)		The University of Hull Cottingham Road Hull HU6 7RX		
AEI / EI institution Identifier (UKPRN)		10007149		
Name and location of academic delivery partner(s) if not the AEI/EI noted above		N/A		
Name of employer partners for apprenticeships		N/A		
Approval type		Programme approval		
Name of programme				
NMC Programme Title	AEI/EI Programme Title (in full)	Academic level	Full-time	Part-time
Specialist Community Public Health Nurse – School Nurse	Postgraduate Diploma in Specialist Community Public Health Nursing (School Nursing)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7 Scotland <input type="checkbox"/> Level 11	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialist Community Public Health Nurse – Health Visiting	Postgraduate Diploma in Specialist Community Public Health Nursing (Health Visiting)	England, Wales, Northern Ireland <input checked="" type="checkbox"/> Level 7 Scotland <input type="checkbox"/> Level 11	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interim awards available (only required if leading to NMC registration)				
NMC Programme Title	AEI/EI 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		27 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	6 November 2024
Visitor team	Registrant Visitors: Mrs Theresa Titchener, Mrs Emma Bailey Lay Visitor: Dr Sife Chikunya

Executive summary

Quality Assurance Reviews (QAR) 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 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 6 November 2024

Context for the review

The University of Hull (UoH) has offered NMC approved programmes Specialist Community Public Health Nurse – School Nursing (SCPHN-SN) and Specialist Community Public Health Nurse – Health Visiting (SCPHN-HV) since the early 2000s following the 2001 NMC Order which established the standards for education for entry to each part of the register. Prior to this UoH delivered health visitor programmes since the late 1970s and school nursing programmes since the early 1990s. This review is conducted to approve the two programmes against the revised 2022 NMC Standards for Post-registration programmes.

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

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

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

Conditions and recommendations

The **provisional judgement** (following the visit and prior to the consideration of UoH 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/EI only
C1	Provide an updated People who use Services and Carers (PSC) strategy and action plan to demonstrate how PSCs are recruited and prepared for active participation in the recruitment of students, programme design and delivery, and assessment of students.	2.1	NMC	
C2	Revise programme documentation to be of a publishable standard with specific reference to Point 12 in the Application for Curriculum Enhancement Programme Specification.			AEI
Date for all conditions to be met to meet intended delivery date		28 November 2024		

Joint conditions relate to both NMC standards and the AEI / EI 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/EI only
R1	None			

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 UoH to the conditions set. The findings of the visitor team with regard to responses to individual conditions, and

any specific observations from UoH relating to individual standards, are recorded in the main body of this report. The response to UoH only condition is recorded below.

Response to AEI only conditions		
No.	Condition details	Findings
C2	Revise programme documentation to be of a publishable standard with specific reference to Point 12 in the Application for Curriculum Enhancement Programme Specification.	UoH uploaded the revised Application for Curriculum Enhancement Programme Specification document in line with the condition from the AEI's academic approval panel on 15 November 2024. UoH has provided a copy of the formal University Validation Panel Record of Outcomes and Decisions, confirming that all conditions have been met and that the programme is approved by the AEI. This document is signed by the Chair of the panel and dated 22 November 2024.

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 UoH 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

Section 1: Selection, admission, and progression

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

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

Findings

1. The visitor team (the team) reviewed a range of evidence for this standard including the Recruitment Process document, declaration of good health and character form, interview guidance document and interview questions, the Code of Practice for Recognition of Prior Learning, signed placement agreements, the Placement Charter, the Programme Calendar for 2024 and the Practice Assessment Document (PAD). The team heard more about the admissions process in the programme team's presentation and discussed this standard further with the programme team, People who use Services and Carers (PSC) representatives, Practice Learning Partners (PLPs), Practice Supervisors (PSs) and Practice Assessors (PAs), and students (alumni).
2. In considering standards 1.1 and 1.2, the team considers that UoH has robust procedures to assess applicants for safe and effective practice and academic ability and UoH provides opportunities for those not meeting the standard entry requirements to apply and to demonstrate their capabilities. This is delivered through an online study skills module (for those who have been out of education for five years or more) and/or a portfolio or reflective essay for applicants to outline their relevant skills, knowledge, experience and CPD.
3. PSCs are involved in the design of the selection process and the co-production of interview questions, but with specific reference to SCPHN the PSCs the team met at the visit were not able to confirm involvement in interview panels (they could confirm their involvement for other nursing programmes). At the visit the PLPs confirmed that to date PSCs were not systematically involved in interview panels. The alumni the team met also confirmed that there was no PSC involvement in their interviews. The team considered that the interview process could be enhanced by involvement of PSCs but that the processes and procedures currently in place were sufficiently robust to assess applicants for safe and effective practice and academic ability.
4. In considering standard 1.3, the team considers that UoH actively promotes the programmes to NHS, non-NHS, self-employed and self-funded students and that the governance arrangements for those not NHS funded are in place to support them. This is evidenced through UoH's Community Programmes Recruitment Strategy and the flowchart for admissions and the Placement Flowchart for self-funded students. Practice placements will be negotiated by UoH, and the applicant is interviewed by the PLP as well as UoH before offering an applicant a place on a programme. The PLP is responsible for Disclosure and Barring Service (DBS) and health and good character assessments and an honorary training contract between the practice partner and student will be issued. The team heard that completion of all checks is monitored by the programme lead.
5. In considering standard 1.5, the team reviewed the Placement Charter, the template Placement Agreement and a signed letter from the Trusts confirming that placement

agreements are in place. The PSs and PAs the team met confirmed that protected learning time (PLT) for students is respected in all practice learning environments and that students are always informed that they are supernumerary. The PAs and PSs confirmed that the tripartite meetings held with students and the Academic Assessors (AAs) are critical in identifying any concerns in relation to PLT. The students (alumni) the team met confirmed having protected learning time and that they were always supervised. The alumni stated that they felt well supported and praised their PSs and PAs for being proactive in protecting their learning time.

6. In considering standard 1.6, the team considers that UoH has a robust process in place for RPL. The RPL process is clearly outlined in the University Academic Regulations and the Code of Practice for RPL. It is applied on an individual basis and applications are reviewed by the Programme Lead, the Programme Team and the external examiner. The standards of proficiency for the intended field of specialist community public health nursing are considered and a clear process exists within UoH to map previous accredited learning against the standards of proficiency to ensure students do not repeat learning unnecessarily.
7. Based on the information made available, the team considers that UoH has in place the appropriate arrangements for Section 1: Selection, admission and progression to enable the NMC standards to be met.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
2.2	Comply with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Confirm SCPHN and/or community nursing SPQ programmes comply with the NMC Standards for prescribing programmes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	<p>State routes within the programme for:</p> <p>2.4.1 students to enter the SCPHN register in a specific field of SCPHN practice: health visitor, school nurse, occupational health nurse.</p> <p>2.4.2 students to enter the SCPHN register for the public health nurse qualification.</p> <p>2.4.3 students to annotate their registration in a specific field of community nursing SPQ practice: community</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>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>				
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	<p>Ensure that the curriculum provides a balance of theory and practice learning opportunities, using a range of learning and teaching strategies.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	<p>Ensure technology and simulation opportunities are used effectively and proportionately across the</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	curriculum to support supervision, learning and assessment.				
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	Ensure programmes are: 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. 2.11.2 no less than 45 programmed weeks of theory and practice learning for full-time programmes/pro rata for part time programmes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum requirements

The programme calendar for SCPHN for 2024/25 identifies that the programmes are offered full-time over 52 weeks with 45 programmed weeks of theory and practice. No part-time routes are offered.

Findings

8. The team reviewed a range of evidence for this standard including the programme team's CVs, the PA and PS Handbook, PA and PS study day agendas, SCPHN module mapping documents (HV and SN), Programme and Module Specification documents, the Application for Curriculum Enhancement Programme Specification document and SCPHN PAD HV and SCPHN PAD SN. The team heard more about the curriculum and its development in the programme team's presentation and discussed this standard further with the programme team, Senior Managers, People who use Services and Carers (PSC) representatives, Practice Learning Partners (PLPs), Practice Supervisors (PS) and Practice Assessors (PA), and students (alumni).
9. In considering standard 2.1, the team considers that UoH has appropriately qualified and experienced staff for programme delivery for SCPHN HV and SCPHN SN. The visitors explored with the programme team and senior managers the approach UoH takes to risk management of staff resources. Initially there was concern that there was only one qualified School Nurse on the programme team, however the team heard that there is one further academic member of staff who is an NMC registered children's nurse with 10 years' experience as a school nurse. Recruitment drives for academic staff in all areas of the faculty are aimed at recruiting from as wide an experience base as possible. Programme teaching is provided by a core team of experienced and qualified SCPHN academics who also act as AAs, and their teaching workloads are carefully monitored. Visitors heard from senior managers that there is a wider group of SCPHN academic staff working at UoH who can provide additional support if required.
10. In respect of co-production of the programmes, the programme team is receptive to feedback from PLP's, PSCs and students and this has contributed to recent changes in the programme design and delivery. The PLPs, PAs and PSs the team met confirmed their involvement in the PMAG and other working groups where they reviewed the programmes in collaboration with the programme team. Examples of

the changes which have been actioned as a result of feedback include the addition of content on mental health (suggestion from PSCs via the Service user module scrutiny feedback), the move away from examinations to authentic assessments and greater variety in assessments (from feedback from PSCs, PLPs and students) and, based on lessons from Covid, students suggested that the programme team should consider a better blend of face-to-face and online learning. The student group the team met could not confirm attending programme development meetings specifically relating to the SCPHN courses, but they could confirm that they could see how their feedback from module evaluation questionnaires was used to change the number of modules and assessment processes on the new programme. The team did however consider that there could be greater involvement of PSCs in programme delivery and this, along with the findings reported for standard 1.1 (greater involvement of PSCs in applicant interviews) and for standard 4.1 (greater involvement of PSCs in supervision and assessment) lead the team to conclude that there is a need for enhanced and systematic involvement of PSCs throughout the student and programme life cycles. This resulted in a **condition** being applied to standard 2.1 for UoH to provide an updated People who use Services and Carers (PSC) strategy and action plan to demonstrate how PSCs are recruited and prepared for active participation in the recruitment of students, programme design and delivery, and assessment of students (see Condition C1).

11. In considering standard 2.2, the team was aware that UoH has adopted an institutional approach to Part 2: Standards for student supervision and assessment. The roles of PA, PS and AA are clearly articulated in the PA and PS Handbook. There are structured study days for PAs and PSs supported by two meetings per year to provide support and professional updates. The Community PA and PS Details Form provides information to the programme team regarding the knowledge, skills and experience of the PAs and PSs along with up-to-date information about CPD, including EDI training and attendance at study days and the currency of qualifications and CPD is monitored by the programme lead. The team therefore considers that the programmes comply with the Standards for student supervision and assessment.
12. In considering standard 2.4, the team noted that application process requires students to confirm and register in a specific field of SCPHN HV or SN.
13. In considering standard 2.5, the team considers that the programme specification documentation clearly maps the programme learning outcomes to the core and field specific standards of proficiency for SCPHN for HV and SN. The SCPHN module mapping documents show a clear mapping of module learning outcomes to programme learning outcomes to show how the specific standards of proficiency are addressed at module level.
14. In considering standard 2.6, the team considers that the general and professional content necessary to the core and field specific standards for each field of SCPHN practice are adequately covered. All modules are designed to ensure that core and field specific content is delivered. Four 20 credit modules are specific for SCPHN and within these modules there is field specific learning to focus on building knowledge, skills and understanding of SCPHN field specific practice. Shared learning with other healthcare professionals takes place in the remaining two modules, for example, on the leadership in specialist community nursing practice and research methods for evidence-based specialist community nursing which are co-taught by the SCPHN and SPQ programme teams. Theoretical content is delivered in trimester one and two with practice learning spread over the year plus a block placement in trimester three. Practice learning is undertaken across the duration of the programme in a 20-

credit module. All modules are compulsory for both fields. Students must demonstrate achievement of the proficiency standards in field specific practice assessment documents (PADs) that record progression towards and achievement of the proficiency standards in practice.

15. In considering standard 2.7, the team considers that the programme and module specifications confirm that the content is appropriate to each of the fields of SCPHN practice. The SCPHN module mapping documents demonstrate how the completion and achievement of the compulsory modules and module assessment is required to achieve the programme outcomes. Programme assessments are contextualised to the fields of HV and SN SCPHN practice. The programme specification confirms that all modules must be successfully achieved.
16. In considering standard 2.8, the team considers that the programme specifications and the programme calendar provide evidence of a balance of theory and practice learning opportunities and that a range of teaching and learning strategies are used. An active blended approach is facilitated through a combination of face to face, directed and independent learning methods. Module specifications detail on campus lectures and small group work. Practice learning is supported by PAs and PSs who provide students with opportunities to develop the SCPHN proficiencies in practice for the duration of the programme. There is a variety of written and verbal assessments across the programme including essays, case studies, literature reviews, poster presentations, simulation and student-centred activities.
17. In considering standard 2.9, the team considers that technology and simulation opportunities are used effectively and proportionately to support supervision, learning and assessment. Module specifications show a range of teaching and learning activities embedded within the programme which aims to meet the learning needs of all students. The curriculum embraces the principles of digitally enabled learning and utilises a range of learning technologies. Technology enhanced learning is facilitated using case studies, simulation exercises and reality-based scenarios. Support is available for the programme team to ensure that up to date resources are used effectively. Support is provided to students through UoH's virtual learning environment (VLE). The programme team confirmed they are using simulated learning activities to support learning. The VLE enables students to access library resources, online study skills resources that promote literacy, academic writing, skills development and digital support. Digital technology for learning is a priority for UoH and all students have access to comprehensive support through UoH's library services.
18. In considering standard 2.11, the team reviewed the internal facing Application for Curriculum Enhancement Programme Specification document and the programme calendar and queried with the programme team and senior managers the difference between the two documents. The internal programme specification states three trimesters of 12 weeks' duration, whereas the programme calendar provides a timetable covering 45 weeks. The two groups explained that internally this is a presentational issue where programme documents are required to align with the standard academic year. Both groups confirmed that the programmes are offered as full-time with a 45-week programme delivered over 52 weeks. No part-time routes are offered. The team therefore considers that the programmes are of suitable length to support student achievement and meet the minimum requirements of 45 programmed weeks of theory and practice. The team also queried the statement in Point 12 of the Application for Curriculum Enhancement Programme Specification which referred to students undertaking full-time practice alongside their studies. The programme team confirmed this statement was in error and that students followed

the pattern of hours stipulated in the programme calendar. UoH placed a condition on the programme team as follows: Condition C2: Revise programme documentation to be of a publishable standard with specific reference to Point 12 in the Application for Curriculum Enhancement Programme Specification.

19. Based on the information made available, the team considers that UoH has in place the appropriate arrangements for Section 2: Curriculum to enable the NMC standards to be met subject to meeting Condition C1.

Response to conditions

Response to conditions		
No.	Condition details	Findings
C1	Provide an updated People who use Services and Carers (PSC) strategy and action plan to demonstrate how PSCs are recruited and prepared for active participation in the recruitment of students, programme design and delivery, and assessment of students.	UoH uploaded the response to Condition C1 on 15 November 2024. The team reviewed the two documents provided, the UoH PUSC Strategy (which is a service user and carer co-production strategy for teaching and learning) and the UoH PUSC SCPHN Strategy and Action Plan (which details the PSC strategy for SCPHN and articulates actions to be taken (including a rationale), allocates responsibility to named individuals with associated timelines for completion and gives the review dates. The team considers that the two documents demonstrate an appropriate level of PSC involvement in both the student and programme lifecycles and considers standard 2.1 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 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	Provide practice learning opportunities that allow students to develop, progress and meet all the standards of proficiency for their: 3.3.1 intended field of SCPHN practice: health visitor, school nurse, occupational health nurse or, 3.3.2 SCPHN public health nurse 3.3.3 intended community nursing SPQ: these may be within the fields of community children's nursing, community learning disabilities nursing, community mental health nursing, district nursing, general practice nursing or, 3.3.4 in other specified field(s) of community nursing in health and social care nursing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Ensure that practice learning complies with the NMC Standards for student supervision and assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Take account of students' individual learning needs and personal circumstances when allocating their practice learning, including making reasonable adjustments for students with disabilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Ensure learning experiences are tailored to the student's stage of learning, proficiencies and programme outcomes culminating in a period of practice learning. This is dependent on the individual learning needs of the student to demonstrate overall proficiency and achieve the programme learning outcomes for their: 3.6.1 intended field of SCPHN practice, SCPHN PHN practice or, 3.6.2 their intended field of community nursing SPQ practice or community nursing SPQ in health and social care practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practice learning requirements

The total number of practice learning days across the programme is 131.

Findings

20. The team reviewed a range of evidence for this standard including the SCPHN HV and SN PADs and their associated context documents, Programme Management and Advisory Group (PMAG) agendas and meeting notes, the programme calendar, the PA and PS Handbook, UoH's EDI policy and mandatory training mapping for university staff, Creating a Learning Community Action Plan and UoH's screenshot of Student Support arrangements. The team further discussed this standard with all the groups they met throughout the visit.
21. In considering standard 3.1, the team considers that there are appropriate arrangements and governance for practice learning for all students including those who are self-employed and/or self-funding. PAs and PSs are identified by PLPs for each of their students prior to commencement of the programmes. The use of honorary training contracts, the template agreement with PLPs and the Practice Charter have been covered in Standards 1.3 and 1.5 above and this provides evidence of the governance arrangements that are in place. The document UoH Community Programmes Recruitment Strategy is UoH's Recruitment strategy and governance arrangements for postgraduate SCPHN (HV & SN) students, and this fully articulates the recruitment and practice placement arrangements for all students, including for those that are self-funded or self-employed. This document is explicit about UoH's responsibilities in meeting this new requirement.
22. In considering standards 3.2 and 3.6, the team heard (from the programme team, PLPs, PAs, PSs and students) how students work in partnership with UoH and PLPs to arrange learning experiences, supervision and assessment. In the PAD there is a learning agreement that is completed and signed by the student, the PA and the PS. The documentary evidence (the PAD) and the PLPs confirm that SCPHN students have an allocated PA and PS who has a SCPHN qualification and experience of working in the same field of practice as the student. There is evidence of record keeping that ensures UoH checks and monitors that PAs and PSs are current NMC registrants.
23. The PADs require students to take responsibility for their learning. There is a learning log for students to record key learning points which form part of the evidence for achievement of the Standards of proficiency for SCPHN (SPSCPHN). Student self-assessment informs each assessment of the SPSCPHN. Student progress is reviewed in partnership with the PAs, PSs and AAs at each tripartite meeting and these meetings are key in establishing individual learning needs to identify learning experiences that will enable the student to demonstrate overall proficiency and achieve the programme learning outcomes for their intended SCPHN field of practice.
24. In considering standard 3.3, the team reviewed the module specification for 'Professional practice for specialist community nursing' and determined that this demonstrates students have the opportunity to apply the theoretical concepts they have been taught within the other modules of the programme and to develop practical skills. The list of alternative practice arrangements available to students was provided as part of the programme team presentation. The team considered the list to be diverse and able to provide learning opportunities to enable students to meet the standards of proficiency for their intended field of SCPHN practice. The team heard from PLPs how they work collaboratively with UoH to ensure practice learning opportunities enable students to meet the standards of proficiency and the PLPs

confirmed that the practice learning environments are formally audited (as outlined in the Placement Charter) to ensure a range of learning opportunities to support students in achieving the standards of proficiency. The team heard from students that they are allocated to a PA and PS with a SCPHN registration and annotation in the field of practice concordant with the student's target qualification. The standards of proficiency are assessed through the PAD and the successful achievement of the PAD is one of the assessment requirements of the programme.

25. Compliance with standard 3.4 is confirmed under standard 2.2 above.
26. In considering standard 3.5, the team reviewed the Creating a Learning Community Action Plan which details steps taken to take account of, and support, student's individual needs. Students are encouraged to disclose information about disability and specific learning differences at the application stage. The narrative provided states that any reasonable adjustments or occupation health adjustments are shared with PAs with the consent of the student. The PAD requires students to declare that they have had opportunities to discuss reasonable adjustments with their placement provider. Students present at the visit confirmed that individual learning needs and reasonable adjustment requirements are fully supported in both theory and practice. Students cited a range of specific examples of how they were supported. For example, the support received by one of the students from the study skills team following an adverse health diagnosis. Some students who struggled with assessments such as exams and presentations praised the support given by UoH. Students welcome the variety of assessment tasks available which enable students with different learning styles to succeed. Students also cited the range of opportunities available to visit alternative practice areas. The PLPs (PS/PA) the team met with confirmed that student support and application of reasonable adjustments to meet the individual learning needs of students are an integral part of what they do. PLPs explained how they work with their human resources and occupational health departments to identify and support the individual learning needs of students. They cited examples such as the support offered to a student with dyslexia and that of a student who disclosed the breakdown of her relationship and subsequent financial difficulties, and how she was supported with a breakfast club for her children. The PLPs explained how they meet regularly with UoH staff and students to develop support plans for individual students who are struggling and how the triangulation meetings are pivotal for identifying individual support needs of students. The team considers that the verbal evidence from students and PLPs in relation to this standard is consistent with the documentary evidence provided by UoH.
27. Based on the information made available, the team considers that UoH has in place the appropriate arrangements for Section 3: Practice Learning to enable the NMC standards to be met.

Standard 4: Supervision and assessment

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

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

Findings

28. The team reviewed a range of evidence for this standard, including the PA and PS Handbook, the PA and PS Record, Public and service user engagement/feedback, Community Programmes SSSA Strategy and a sample training day agenda for PAs and PSs. The team further explored this standard in meetings with the programme team, PLPs and students.
29. In considering standard 4.1, the team considers that the approach to supervision and assessment complies with the NMC Standards framework for nursing and midwifery education. However, in respect of co-production with a range of different stakeholders, the team considers that greater use could be made of PSCs.
30. In considering standards 4.2, 4.3 and 4.4 and 4.5, the team considers that UoH and its PLPs work collaboratively on the preparation, education, training, and ongoing support for PSs, PAs, and AAs involved in the SCPHN programs, as outlined in the UoH's Community Programmes SSSA strategy. From the discussion with PLPs, PAs, PSs and the programme team, it was evident that partnership working is embedded in the approach to student supervision and assessment. The PLPs, PSs, PAs, and the programme team all provided examples of the range of training and support for their role including preceptorship and succession planning where appropriate. It was evident that the approach to supervision is aligned to the student journey, from pre-application and the identification of training needs through to allocation of placements, supervision requirements, assessment and learning.

31. In considering standard 4.6, the visit provided the opportunity for the senior managers to outline how AAs are supported to maintain their continuing professional development to inform safe and effective practice. There is a robust appraisal process in place and opportunities for in-house and external training are discussed on an individual basis. The PA and PS Handbook outlines that PAs are required to possess a master's level teaching qualification, and this information is captured on the PA and PS details form. This enables the PLP's to identify individuals to undertake the role of PA when allocating a student. The same standards of scrutiny are applied as described in 4.4 to ensure that those nominated have the necessary skills and abilities to engage in fair and reliable assessment of students. The PA and PS Handbook provides clear guidance that changes to a student's PS or PA must be reported to the programme lead who will liaise with the PLP to secure a suitable replacement. In exceptional circumstances, such as sickness or other unplanned absence, the PS and PA roles may be fulfilled by the same person and an action plan is developed addressing how student learning and assessment is protected from potential conflicts of interest. During the visit, the PLPs stated that staffing levels allow them to assign at least two individuals to PA and PS roles, eliminating the need for the same person to fulfil both roles.
32. In considering standard 4.7, the team reviewed the module specifications provided (evidence in 2.7) which indicates that students are supported and are provided with formative and summative feedback in both theory and practice learning. UoH provided its PSC Strategy and Action Plan which details plans to increase the involvement of PSCs in assessment of theory learning. In the external examiner report provided the quality of feedback given to students is noted as an area of good practice. In practice learning, students have opportunities to receive feedback from people who use services via the PAD. Students have scheduled triangulation meetings with PS, PA and AA each trimester, these are highlighted as key points for students for constructive feedback about their progress. The team heard from students that they receive detailed feedback from UoH staff in theory learning which they describe as "limitless". This includes formative feedback on drafts of work. However, the students were not quite able to articulate the kinds of feedback they receive from PSCs in theory learning. In practice learning, the students confirmed that feedback from service users is facilitated by the PS.
33. In considering standard 4.8, the team reviewed the PAD. The PAD outlines the standards of proficiency that SCPHN HV and SN students must achieve, and it tracks progress towards passing all required competencies. This document is integrated into UoH's VLE where students can log achievements, meetings, and attendance. The PAD also includes timesheets to monitor student practice hours. For students who do not meet competencies, the PAN London PAD provides a support framework. It includes an action plan with SMART goals for specific proficiencies and offers an additional four-week period for improvement should the student not achieve the proficiencies by the end of the allocated assessment/placement period. This framework, which supports students struggling with proficiency, is outlined in the Handbook and programme specifications.
34. In considering standard 4.9, the team considers that the PAN London PAD, adopted by the programme, provides a standardised framework with guidance on assessment roles, formative and summative evaluations, and proficiencies tracking. Before signing off the PAD, the PA confirms communication with the AA about the student's performance, achievement of proficiencies, any reviewed action plans, and verified hours. Both the PA and AA recommend eligible students for NMC progression at the programme exam board.

35. Based on the information made available, the team considers that UoH has in place the appropriate arrangements for Section 4: Supervision and assessment to be met.

Standard 5: Qualification to be awarded

Summary of Standard		Met	Not met	Met after conditions	Not applicable
Approved education institutions, together with practice learning partners, must:					
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

36. The team reviewed a range of evidence for this standard including the Programme Specification and a screenshot of the VLE title page – Advice to students following successful completion of the programme.
37. In considering standard 5.1, the team considers that the programme specification documents, supported by module descriptors, confirm that all 120 credits of the programmes are offered at postgraduate (Level 7) only and further, that all 120 credits must be passed successfully to achieve the qualification (in other words there are no opportunities for compensation in the assessment rules).
38. In considering standard 5.2, the team reviewed the information provided to students on the VLE along with the documentation provided to students following the final examination board, both of which inform students of the requirement to register their SCPHN award within five years of successfully completing the programme. The team

heard from students that they were fully aware of this requirement.

39. Based on the information made available, the team considers that UoH has in place the appropriate arrangements for Section 5: Qualification to be awarded to be met.